

# **POLICY IN SAFEGUARDING THE WELFARE OF CHILDREN**

(Child Protection)

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# Welfare of Children Policy



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

<b>Policy Title</b>	Safeguarding The Welfare of Children (Child Protection)				
<b>Issue Date</b>	September 2018	<b>Review Due</b>	September 2019 (annually)	<b>Version</b>	4.0

## Mission Statement

As-Sunnah Primary school is an independent, selective, faith-based Muslim School. We strive to offer a holistic education cultivating growth along spiritual, moral, emotional, intellectual, physical and communal dimensions. Our aim is to positively orient our students towards realising their full potential as exemplary contributors to our society, in actively promoting fundamental universal values.

We are against radicalisation that leads to unjust acts of violence and the violation of fundamental universal values. We encourage peaceful but effective communication, dialogue and interaction with all parties who are keen to working towards achieving common goals of goodness.

The policies for the school are provided by the school leadership comprising of the governors, school manager, headteacher and deputy headteacher.

## Expectations

Assunnah Primary School is a unique Islamic School that is committed to maintaining an environment within the framework of Islamic principles and striving to achieve academic excellence and perfection of character.

In order to achieve this the school leadership expects that all staff, parents and guardians fully comprehend and adhere to the policy in full as specified in their employment contract, terms of agreements and handbooks.

## Purpose

In keeping with our ethos this policy serves to ensure that all students are able to learn and develop. The policy represents a framework for all those involved in helping students to develop academically, spiritually and physically. It also acts as a guide for parents and guardians. Our objective is to provide a flexible but balanced curriculum which meets the need of all our students.

## Islamic Context

The model for human behaviour and conduct has been given to us by Islam through the Qur'an and the Prophet Muhammad (PBUH)

The Glorious Qur'an has instructed us to be kind, merciful, and caring towards the needy:

*"Did He not find you an orphan and give [you] refuge? And He found you lost and guided [you], And He found you poor and made [you] self-sufficient. So as for the orphan, do not oppress [him]. And as for the petitioner (seeker of aid or knowledge), do not repel [him]".*

*(Sūrah 93: adh-Dhuhā, ayats 6-10)*

*"The (faithful) servants of the Beneficent are those who walk upon the earth modestly."*

*(Sūrah 25: Al Furqaqn, ayat 63).*

Furthermore it is narrated that the Prophet (PBUH) said:

*"Fear God and treat your children [small or grown] fairly (with equal justice)."*

*"(On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners)."*

*"I have been sent (by the Lord, as a Messenger) for the perfection of human conduct."*

*"The true believer is one from whom people are safe with their lives and wealth."*

*"He is not from amongst us who doesn't show respect to his elders and does not show affection towards his youngsters."*

*“Show mercy (be kind) to those on earth and He who is in the heavens will have mercy upon you.”*

**Introduction 1** Safeguarding is a broad topic that covers many aspects of the school. This policy focuses on the welfare of children, also known as child protection which is understood as the following:

- 1.1 Protecting children from any type of abuse, mistreatment, or harm;
- 1.2 Preventing impairment of children's health or development;
- 1.3 Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- 1.4 Taking action to enable all children to have the best life chances

**Our role as Muslims 2** Islam defines for us the importance of good conduct, compassion, fairness, kindness and respect to both adults and children.

This is to ensure that there is progressive development of these characteristics thus positively contributing to human development and human civilisation.

Therefore the importance of the health and safety, well-being and confidentiality of all children at Assunnah School are of paramount importance.

In accordance with Islamic teaching and practice, we uphold the understanding that all children have the right to protection. We recognise that all staff, including volunteers, have a full and active part to play in protecting children from harm.

**Objective 3** To provide a caring, positive, safe and stimulating environment in which children can learn and which promotes the social, physical and emotional wellbeing of each individual child

**Attitude to Safeguarding 4** **A child centred approach to safeguarding**

We adhere and promote the following attitudes to safeguarding as stated in the Keeping children Safe in Education document (September 2018).

- 4.1 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- 4.2 No single professional can have a full picture of a child's needs and circumstances. Therefore everyone has a role to play in identifying concerns, sharing information and taking prompt action.

#### **Key Principles**

With a developing awareness and understanding of safeguarding issues in protecting children from harm. Our actions are determined by the following principles:

- We believe that all children have a right to be protected from harm and / or abuse
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP issues.
- We also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.

- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a child can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.

**Following Guidance 5** This policy has been developed in accordance with the following guidance:

- Working Together to Safeguard Children, 2018
- London Safeguarding Children’s Board Procedures, 2017
- Keeping Children Safe in Education 2018
- What to do if you are worried a child is being abused, 2015
- Haringey Local Safeguarding Children’s Board
- The Prevent Duty Departmental advice for schools and childcare providers, DfE, June 20
- Prevent Duty Guidance HM Government 2015 Channel Duty Guidance HM Government 2015
- Working Together: transitional guidance 2018
- Sexual violence and sexual harassment between children in schools and colleges 2018

**Specific aims 6** In order to promote an effective safeguarding culture, this policy has the following aims:

- 6.1 Ensure all staff members in school are clear about the actions necessary with regard to child protection issues.
- 6.2 To raise the awareness of all staff members and identify responsibility in reporting possible cases of abuse.
- 6.3 Ensure effective communication between all staff when dealing with child protection issues.
- 6.4 Explains the correct procedures for those who encounter an issue of child protection.
- 6.5 To ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children in line with current guidance.
- 6.6 To raise awareness of child protection and give the children skills needed to keep them safe.
- 6.7 To provide a systematic means of monitoring children known or thought to be at risk of significant harm
- 6.8 To support a children who have been abused in accordance with his/her agreed child protection plan.
- 6.9 To work openly and in partnership with parents in relation to child protection concerns
- 6.10 Ensure that the children know that there are adults in the school whom they can approach if they are worried.
- 6.11 To support all children’s development in ways that will foster security, confidence and independence
- 6.12 To promote safe practice and challenge poor and unsafe practice
- 6.13 To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children
- 6.14 To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages
- 6.15 To take account of and inform policy in related areas, such as anti- bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; FGM; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice.
- 6.16 To include opportunities in the Tarbiyah curriculum for children to develop the skills that they need to recognise and stay safe from abuse

**School responsibilities and duties 7** The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children’s Specialist Services and to assist Children’s Specialist Services in Child Protection enquiries and in supporting Children in Need.

In order to deliver this the school will endeavour to do the following:

- 7.1 The school will appoint specific staff to handle any safeguarding concerns. These will be known as the **designated safeguarding lead** or **designated person**. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- 7.2 The school will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.
- 7.3 In particular designated members of staff will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively.
- 7.4 The school will ensure that all staff members are provided with the following:
  - Appropriate training in child protection issues, as recommended in the guidance and in line with advice from the LSCB
  - Awareness of child protection.
  - Outline of the staff behaviour policy.
  - The role of the designated safeguarding lead.
  - Safeguarding and child protection training at induction.

Designated persons /  
DSL: Designated  
safeguarding lead(s) 8

In the event of any child protection concerns, **at least** one of the following designated persons need to be **immediately** informed:

- |  |                                   |
|--|-----------------------------------|
| 8.1 Designated Safeguarding Lead:        | Feroz Adam (Headteacher)          |
| 8.2 Designated Safeguarding Lead (EYFS): | Shiree Alam (EYFS Manager)        |
| 8.3 Deputy Designated Safeguarding Lead: | Shiree Alam (Deputy Headteacher)  |
| 8.4 Governor Safeguarding Lead:          | Adnan Hassan (Chair of Governors) |
| 8.5 Deputy Governor Safeguarding Lead:   | Mohamed Yusuf (School Manager)    |

Definitions,  
Descriptions,  
Indications, and  
Process 9

- 9.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- 9.2 **Child abuse:** is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm
- 9.3 **Peer on peer abuse:** Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse and includes sexual abuse and exploitation
- 9.4 **Child:** Anyone under the age of 18.
- 9.5 **Adult:** Anyone who has reached the age of 18 or above
- 9.6 **Sexual violence:** Sexual abuse has three key areas: Rape, Assault by Penetration, Sexual Assault.
- 9.7 **Sexual harassment:** Unwanted conduct of a sexual nature that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- 9.8 **Age of consent:** The age of consent for any sexual activity is 16. A child under the age of 13 can **NEVER consent to ANY** sexual activity. Sexual activity with a child under 16 is also an offence. However, it is recognised that between the ages of 13 and 16 sexual activity may be considered by the young people to be consensual. In cases where the sexual activity is mutually agreed and non- exploitative then it is not intended to instigate criminal proceedings. An assessment against risk factors should be carried out to assist in decision making in relation to safeguarding
- 9.9 **Victim:** A child who has been subject to sexual violence and/or sexual harassment, abuse or harm.
- 9.10 **Perpetrator:** A person (can be a child) that has carried any form of abuse on a child. The abuse can be physical, neglect, emotional, and sexual.
- 9.11 **Categories of abuse:** Abuse is broadly divided into four categories: Neglect, Physical Injury, Sexual Abuse and Emotional Abuse.

9.12 Brief definitions of each are given below:

**Brief Descriptions 10 Neglect**

Neglect 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. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

**11 Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include both physical and behavioural:

Physical Indicators	Behavioural Indicators
Dirty bedroom, no sheets on bed, inappropriate sleeping place	Being tired all the time
Being unkempt, dirty or smelly	Frequently missing school or being late
Loss of weight or constantly being underweight	Failing to keep medical appointments
Dressed inappropriately for the weather conditions	A baby who never cries
Learning disabilities due to poor brain development	Psycho-social development, depression, psychiatric illnesses & personality disorders
Untreated medical conditions	Being left unsupervised regularly
	Child thrives away from home environment

**12 Physical Abuse**

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).

**13 Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a ‘cry for help’ and if ignored could lead to a more serious injury.
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

**Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### Bite Marks

- Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape.
- Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.
- A medical opinion should be sought where there is any doubt over the origin of the bite.

### Burns and Scalds

- It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:
  - Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
  - Linear burns from hot metal rods or electrical fire elements
  - Burns of uniform depth over a large area
  - Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
  - Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation
  - Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### Fractures

- Fractures may cause pain, swelling and discoloration over a bone or a joint.
- Non-mobile children rarely sustain fractures.
- There are grounds for concern if:
  - The history provided is vague, non-existent or inconsistent with the fracture type
  - There are associated old fractures
  - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
  - There is an unexplained fracture in the first year of life

### Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

Below is a summary of both the physical indicators and behavioural indicators:

Physical Indicators	Behavioural Indicators
Unexplained injuries	Reluctant for parents to be contacted
Untreated injuries	Aggressive behaviour and temper
Injuries on parts of body where accidental injury is unlikely	Child who shows fear of going home or runs away
Hand or finger marked bruising; cigarette burn or bite marks	Child flinches when approached/touched
Scalds, esp. with upward splash marks, or rings where made to sit or stand in very hot water	Reluctance to get undressed for sporting activities
Broken bones (esp. in under 2s)	Covering arms/legs even when hot
	Depression
	Overly compliant to parents/carers

### 14 Sexual Abuse

involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape) or non-penetrative acts. They may include non- contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### 15 Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural and physical indicators associated with this form of abuse are:

Physical Indicators	Behavioural Indicators
Pain, itching, bruising or bleeding in genital or anal areas	Sudden unexplained changes in behaviour
Any sexually transmitted infection (STI)	Apparent fear of someone, phobias or panic attacks
Recurrent genital discharge or urinary tract infections without apparent cause	Being sexually coercive with other children
Stomach pains	Nightmares or bedwetting
Discomfort when child is walking or sitting down	Self-harm, self-mutilation, suicide attempts, abuse of drugs/alcohol, eating problems (anorexia /bulimia/overeating)
	Sexualised behaviour or knowledge, drawings, language
	An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
	Running away from home
	Regressive behaviour

#### 16 Emotional abuse

Emotional abuse is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

#### 17 Recognising emotional abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

The indicators of emotional abuse are often also associated with other forms of abuse and could have one or more of the following physical or behavioural indicators:

Physical Indicators	Behavioural Indicators
Failure to grow or to thrive (particularly if child thrives away from home)	Compulsive nervous behaviours such as hair twisting or rocking
Sudden speech disorders	An unwillingness or inability to play
Delayed development, either physical or emotional	Excessive fear of making mistakes
	Self-harm or mutilation
	Frozen watchfulness, particularly in pre-school children
	Aggressive behaviour towards others
	Inappropriate responses to painful situations
	Excessive deference towards others, especially adults
	Excessive lack of confidence, and need for approval, attention and affection or low self esteem
	Inability to cope with praise

## Specific safeguarding 18 issues

**18.1 Safeguarding issues:** All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**18.2 Peer on peer abuse:** All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

**18.3 Contextual Safeguarding:** incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that our school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. More information about contextual safeguarding can be found here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

**18.4** Children also need to be protected from a range of specific safeguarding issues.

**18.5** Specific safeguarding issues may typically involve one or more of the four types of abuse of physical, neglect, emotional, and sexual.

**18.6** These specific safeguarding issues are listed below:

- Child missing from education (CME)
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence / Domestic abuse
- Female genital mutilation (FGM)
- Preventing radicalisation
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Sexting
- Relationship abuse
- Trafficking
- Missing children and adults
- Hate
- Preventing radicalisation

**19** Some of the specific safeguarding issues are extremely sensitive and can result in significant harm to children such as:

## **20 Child missing from education (CME)**

is when a child goes missing from education for a continuous period of 10 days or more.

A child going missing from education is a potential indicator of abuse or neglect or danger of not receiving an education, particularly children that go missing on repeat occasions

It is essential to look for key indicators to help identify the risk of potential abuse and neglect, including sexual exploitation, travelling to conflict zones, FGM and forced marriage.

The school will take the following measures to help identify children at risk:

The school will inform the local authority of any child who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- have been permanently excluded.

We aim to do this as soon as the grounds for deletion are met, allowing for the local authorities to carry out their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**We aim to inform the local authority of any child who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority**

## **21 Child missing from home or care:**

are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability
- Longer-term risks include:
- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

## **22 Child sexual exploitation (CSE)**

involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure

from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **23 Bullying including cyber bullying**

'Bullying' is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully; it can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and or their property. It can be an unresolved single frightening incident, which casts a shadow over a child's life, or a series of such incidents over a period of time.

Bullying is abuse that can either be physical, emotional or both. Bullying therefore manifests itself in many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

#### **What causes bullying**

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

#### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying is mostly emotional abuse with long lasting damaging consequences. However the bully or group of individuals may follow up with physical acts of abuse adding to the level of harm.

### **24 Domestic violence / Domestic Abuse**

is 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.

Many children will be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm.

### **25 Female genital mutilation (FGM)**

comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Teacher's need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a girl may be at risk of FGM.

#### **25.1 Who is at risk?**

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as most other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as most other female children in the extended family.

- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

### **25.2 Indications that FGM is about to take place**

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy

Below are some indicators as warning signs that FGM may be about to take place:

- The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
- It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.
- It may be possible that families will practice FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent

### **25.3 Importance of knowing that FGM may have already taken place**

It is essential to know if FGM has already taken place so that:

- The girl or woman affected can be supported to deal with the consequences of FGM
- Enquiries can be made about other female family members who may need to be safeguarded from harm.
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

### **25.4 Indications that FGM may have already taken place**

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

### **25.5 Mandatory Reporting**

FGM is classed as a serious crime and is subject to criminal prosecution.

If it is discovered that an act of FGM has been carried out (not suspicion) then it is mandatory to report to the police. All cases must be discussed with any of the school's designated

safeguarding leads who will action the necessary steps involving the police and children's social care as appropriate.

## **26 Preventing radicalisation:**

### **Definition of Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Radicalisation can happen in many different ways and settings. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

### **Definition of Extremism**

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. Extremism also calls for the death of members of our armed forces, whether in this country or overseas. Violent extremism is when excessive hatred leads to unjust acts of violence

### **Role of the school in preventing radicalisation**

Protecting children from the risk of radicalisation is a school wide duty and is similar in seriousness and nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

### **Duty of care**

It is a duty to assess the risk of radicalisation, assessing the children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

### **Role of the staff in preventing radicalisation**

Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately reporting any concerns to any of the designated leads.

### **Protecting against extremist materials**

Extra care should be taken with school resources such as books, internet, and teaching material to ensure that children are safe from terrorist material or ideas.

Care should also be taken to ensure that children are safe from terrorist and extremist material when accessing the internet in schools and as much as possible outside of school.

School's use of internet filtering aims to considerably restrict access to extremist, and other harmful materials. However we seek for children to understand and practice good internet practice of online safety. As an extension of good online safety children should have an understanding of the harms of extremist ideas and thus be able to practice a resilience and a rejection of extremist or radical materials that perpetrate hatred and harming others.

### **Seeking additional support**

Where necessary staff may need to seek additional help and support from experienced professionals in tackling cases of children who may be at risk of radicalisation. This needs to be done as early as possible utilising the full opportunity of safeguarding the child

### **Training**

Where necessary staff will be required to attend awareness training and more advanced training to equip staff to effectively identify children who may be at risk of radicalisation.

**Peer on Peer Abuse 27**  
**(Children abusing children)**

As defined above Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse and includes sexual abuse and exploitation.

Managing situations where children have been abused by other children can be complex and stressful. For the purpose of this document 'child' refers to any child or young person up to the age of 18 years. It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse.

When dealing with such allegations, we should be mindful that there is significant research evidence to suggest that children who behave in a sexually inappropriate and / or aggressive way towards other children are often victims of abuse themselves.

There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children. Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

**Process**

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, the DSL should be contacted and then a referral should be made to children's social care in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

Where the allegation relates to an incident that took place within the school, or relates to pupils attending the same school the school should

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident (s)
- Keep a detailed log of actions, discussions and decisions
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening ,comments
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations eg sexual exploitation – in these instances seek advice)
- Consider whether the situation warrants information being shared with other parents in the school (eg where press coverage is likely) and seek advice

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. The following factors will be considered to aid the decision:

- The relative chronological and developmental age of the two children
- Whether the alleged abuser is supported or joined by other children
- Any differential in power or authority (eg related to race, gender, physical, emotional or intellectual vulnerability of victim)
- The actual behaviour (consider all factors)
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- The degree of coercion, physical aggression, intimidation or bribery
- The victim's experience of the behaviour and the impact it is having on them
- Attempts to ensure secrecy
- Duration and frequency of behaviour

In such cases the needs of each child should be separately considered by social care. In cases where a significant incident has occurred or the alleged incident is of a serious nature the usual process will involve a separate strategy meeting in respect of each child, and s47 enquiries initiated, which will involve discussion with police. Different social workers should be allocated for the child who is the victim and the child who has harmed, even if they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

If the investigation / assessment concludes that the allegations are substantiated, the children should not necessarily be expected to continue their education in contact with each other. The children responsible for the abuse should be moved if necessary. The views and wishes of the child who has been abused and their parents should be appropriately considered in the decision making. Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support / counselling for the children involved, where appropriate / necessary.

Additional guidance is available via the London Child Protection procedures [http://www.londoncp.co.uk/chapters/ch\\_harm\\_others.html](http://www.londoncp.co.uk/chapters/ch_harm_others.html)

## **28 Child sexual violence and sexual harassment**

### **Victims and alleged perpetrators**

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this advice, we use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

### **Alleged perpetrators**

We also use the term 'alleged perpetrator' and where appropriate 'perpetrator'. These are widely used and recognised terms and the most appropriate to aid effective drafting of advice. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

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.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational

attainment. 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. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Schools need to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Children need to understand that sexual violence or sexual harassment will not be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys” and that challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts will not be tolerated as this risks normalising such behaviour.

We understand that such behaviours may reflect wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) is important. Some pupils (eg those with SEND, or those who are LGBT) can be particularly vulnerable. Schools also need to be aware that staff can also be victims of sexual violence or harassment and have strategies to protect staff.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person with his penis, that person does not consent to the penetration and he does not reasonably believe that they have consented.

**Assault by Penetration:** A person commits an offence if: s/he intentionally penetrates the vagina or anus of another person with a part of her/his body or anything else, the penetration is sexual, that person does not consent to the penetration and s/he does not reasonably believe that they have consented.

**Sexual Assault:** A person commits an offence of sexual assault if: s/he intentionally touches another person, the touching is sexual, that person does not consent to the touching and s/he does not reasonably believe that they have consented.

**Consent:** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. a child under the age of **13 can never consent** to any sexual activity;

- The age of consent is 16. However, it is recognised that between the ages of 13 and 16 sexual activity may be considered by the young people to be consensual. In cases where the sexual activity is mutually agreed and non-exploitative then it is not intended to instigate criminal proceedings. An assessment against risk factors should be carried out to assist in decision making in relation to safeguarding
- Sexual intercourse without consent is rape.
- Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
  - Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
  - Sexual “jokes” or taunting;

- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Non-consensual sharing of sexual images and videos.
  - Sexualised online bullying;
  - Unwanted sexual comments and messages, including, on social media; and
  - Sexual exploitation; coercion and threats

Preventative programmes should be developed to be age and stage of development appropriate and tackle such issues as

- Healthy and respectful relationships;
- What respectful behaviour looks like;
- Consent;  
Gender roles, stereotyping, equality;
- Body confidence and self-esteem;
- Prejudiced behaviour;  
That sexual violence and sexual harassment is always wrong; and
- Addressing cultures of sexual harassment.

Responding Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required.

Disclosures from children should be dealt with sensitively in line with guidance about any safeguarding disclosures. The child should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed 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.

At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

The wishes of the victim in terms of how they want to proceed should be taken into account. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how things are being taken forward.

## **Role of Local Authorities 29**

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required; whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

**Following up:** The referrer should follow up if this information is not forthcoming.

**Staff support:** If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

**Escalating:** if, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## **Early Help 30**

Early help means providing support as soon as a problem is identified, at any point in a child or young person's life. Early help can also prevent further problems arising. It relies upon agencies providing services to children and young people working together to identify children and families that would benefit from support.

**Any** child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited; is a privately fostered child.

**30.1 Additional needs:** This is a broad term used to describe all those children at risk of poor outcomes in their health and development. These are children who would benefit from extra help from additional services (public and voluntary) in order to make the best of

their life chances. Descriptors for this are published by the Haringey Local Safeguarding Children's Board (LSCB) and are available via this link:

[http://www.haringeylscb.org/sites/haringeylscb/files/haringey\\_lscb\\_thresholds\\_guidance\\_feb\\_2016.pdf](http://www.haringeylscb.org/sites/haringeylscb/files/haringey_lscb_thresholds_guidance_feb_2016.pdf)

Early help in Haringey can be offered by all of the services and providers – internal, external, voluntary and community based - that enable families to achieve long-term, positive outcomes, become more resilient, and prevent the escalation of their needs.

Effective early help is about providing the right support to families, at the right time, to achieve change that lasts. This means doing this early before problems get worse. It is available to families with children and young people of any age. Children, young people and their families will often work best with those who already know them, with some extra support from the Early Help Service.

The Early Help Service aims for families to increase their ability to manage difficulties in the future, working alongside partner and community networks, to reduce their reliance on long-term services and support.

**Assessment for Early Help:** If a staff member feels that a child has additional needs, which are affecting the child's ability to learn, progress and develop normally, and cannot be catered for within the school's usual provision. The following process will be followed:

1. Staff member must keep a detailed chronological log of all incidents and evidence demonstrating the problems and present to the designated lead.
2. The designated lead will discuss the issues at stake with the child's teachers and school leader's responsible for pastoral issues and with the child's parents and identify the additional services required by the child.
3. Parents will be offered a an Early Help Assessment via the Single Point of Access Referral Form. This will initiate access the additional services.
4. The SPA form will be completed with parental consent and sent to [spa@haringey.gcsx.gov.uk](mailto:spa@haringey.gcsx.gov.uk) (0208 489 4470).
5. Referral forms for the additional services may also be completed and posted to the relevant agencies.
6. All agencies involved with the child as well as parents and those the child has been referred to on the SPA form will be invited to a multi-agency team Around the Child (TAC) meeting where the SPA form will be reviewed. A Lead professional will be designated at this meeting for the child and subsequently review meetings will be held periodically and minutes and review notes recorded and distributed to all parties
7. The child and parents will be close partners in this process.

**Accessing Early Help:** The Early Help Service can be accessed via the request for the service through the Single Point of Access (SPA) with the completed SPA referral form from this link:

[http://www.haringey.gov.uk/sites/haringeygovuk/files/spa\\_referral\\_form.docx](http://www.haringey.gov.uk/sites/haringeygovuk/files/spa_referral_form.docx)

The SPA form can be emailed to: [spa@haringey.gcsx.gov.uk](mailto:spa@haringey.gcsx.gov.uk)

Haringey has three early help localities as follows:

Early Help Localities	Areas covered	Phone number
West Locality	Muswell Hill and Highgate, Wood Green, Hornsey and Stroud Green Network Learning Communities	020 8489 5814
Central Locality	Haringey and West Green, North East Tottenham Network Learning Communities	020 8489 2403
East Locality	South East Tottenham Network Learning Community	020 8489 5073

**Haringey Early Help Services:** offers the following support for families:

- Parenting support
- Managing challenging behaviour
- Improving your child's attendance at school
- Reducing the risk of exclusion
- Help with accessing work
- Help with managing budgets and debts
- Managing health issues including drug and alcohol misuse
- Improving family communication
- Prevention of offending behaviour

**Families can expect**

- A two-way conversation
- Practical hands on support
- Advice and guidance
- Whole family approach

**30.2 Child in need:** Section 17 of the Children Act 1989 defines a child as being 'in need' if s/he is under 18 and:

- S/he is unlikely to achieve or maintain or to have the opportunity to achieve or maintain a reasonable standard of health or development without provision of services from the local authority (LA);
- His or her health or development is likely to be significantly impaired, or further impaired, without the provision of services from the LA;
- S/he has a disability.

Development can mean physical, intellectual, emotional, social or behavioural development. Health can be physical or mental health. Having a disability is defined as a person who is blind, deaf, dumb, suffering from a mental disorder, substantially and permanently handicapped by illness, or congenital deformity or from suffering from some other disability. The service can also be provided to the child's family or any member of his or her family as long as the aim is to safeguard and promote the child's welfare.

LAs are under a general duty to safeguard and promote the welfare of all children in need in their area. LAs must do whatever possible to ensure sufficient services and measures are in place to promote a child being raised within its own family, if it is safe to do so. The LA is obliged to offer the following specific services/support for children in need in their area:

- Advice, guidance and counselling;
- Occupational, social, cultural and recreational activities;
- Home help (including laundry facility);
- Facilities or assistance with travel to and from any services provided under the Act or similar service;
- Assistance to enable the child and the family to have a holiday.

**Referrals:** are made in practically the same way as child protection referrals for children at risk of significant harm (see procedures below). Referrals invoke an obligation on the LA to assess the extent of the child's need and what services/support he or she may require. LAs must assess the child in need and his family and the services they may require using their own local framework for assessment. The LA will decide whether it will take any action. It may determine that the child is a child in need and therefore produce a plan that requires services to support the child's ongoing placement within their family.

**School's Safeguarding 31  
Procedures**

Our school procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 5th edition, and 'Working Together to Safeguard Children 2018' and will also take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). We will ensure that:

- The Board of Governors understands and fulfils its safeguarding responsibilities.

- We have a designated senior member of the leadership team for child protection who has undertaken Designated Staff training at level 2 or above and who undertakes refresher training every two years.
- We have a member of staff who will act in the DSL's absence who has also received appropriate training at levels 1 and 2 and who will have been briefed in the role.
- Each member of staff will receive training as arranged by the DSL in order to develop their understanding of the signs and indicators of abuse or neglect at least once every three years.
- New staff members will receive training in Safeguarding during their induction and before having unsupervised access to children. All staff members will also annually receive copies of any new Safeguarding guidance or regulations issued by the government or relevant authority and be familiarised with its content.
- Each staff member and volunteers and governors will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and these issues are included in the induction for each new staff member
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (Social Services) if needed
- We will ensure that all staff are aware that it is important to identify any concerns about children at an early stage or as soon as possible so that their needs can be identified and monitored and appropriate support put in place
- When considering referrals to support agencies the school will act in accordance with Haringey's LSCB Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- Each parent/carer will be made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in the school's prospectus, parental handbook, home school agreement and website.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Our selection and recruitment policy includes all checks on staff suitability including Disclosure Barring Service (DBS) checks as recommended by the DfE and in accordance with current legislation.
- Safeguarding responsibilities are taken very seriously and any member of staff causing concern would be challenged by any member of the SLT team.
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay.
- Our procedures will be annually reviewed and up-dated.

**Responsibilities: 32**  
**Designated**  
**Safeguarding Lead**  
**(DSL)**

**32.1 Making a referral:** We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. We have a Designated member of staff for child protection who is responsible for the areas below. The designated safeguarding lead is expected to refer all cases of suspected abuse to Haringey's First Response Team / Children's Services and to:

- the Police (where a crime has been committed);
- the Channel programme where there is a radicalisation concern;
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm.

**32.2 Following up staff concerns:** Following a report from a member of staff or volunteer, the designated safeguarding lead will consider the level of need by applying the thresholds for referral which Haringey Local Safeguarding Children Board (LSCB) has agreed for use by all agencies and professionals who are worried or concerned about a child's safety or welfare.

The DSL will gather all relevant information before making a decision about any further action, unless it is a case of extreme urgency when the relevant investigative agencies should be informed without delay. Information gathering may involve: -

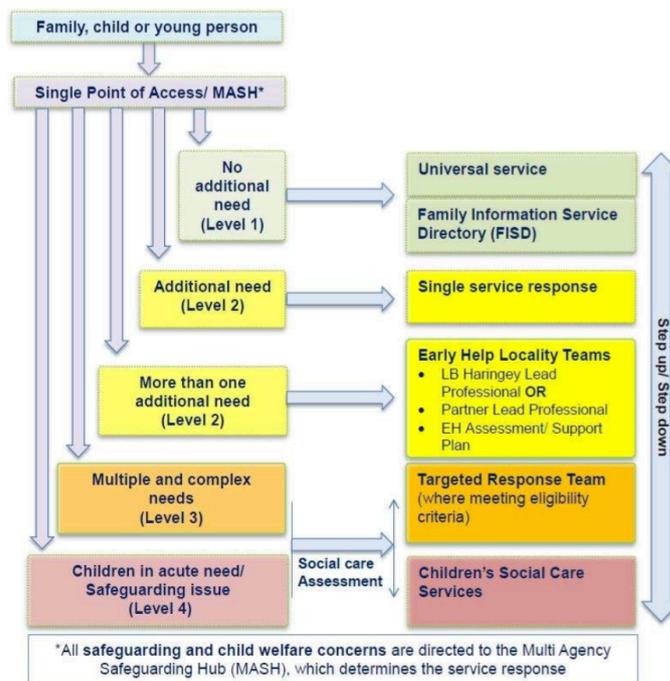
- Listening to the child/young person
- Making notes of what has been said
- Gathering accounts from members of staff that may have been approached by the child/young person
- Offering continued support and re-assurance

Written accounts should include the time, date, place and people present, as well as what is said, if possible in the words used by the child/young person. The designated member of staff may consult other staff and agencies as appropriate during the information gathering process and should seek advice at any time from:

- **Haringey Children’s Services:** Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm **Tel:** 020 8489 4470  
Out of office hours, including weekends **Tel:** 020 8489 0000
- **Sarah Roberts:** (Local Authority Designated Officer (LADO), London Borough of Haringey, **Children’s Services**, 2nd Floor River Park House, London, N22 8HQ, **Email:** LADO@Haringey.gov.uk and copy to Sarah.Roberts@haringey.gov.uk **Tel:** 020 8489 2968 or 1186

**32.3 Engaging with Haringey’s LSCB** The DSL will engage with Haringey’s Children and Young People’s Service (CYPS) via initial use of the SPA ( Single point of Access) form. With access to joint Early Help and Social Work Triage Team to make decisions about next steps based on professional judgements about the nature and level of concern. The triage Team fast tracks safeguarding and child welfare concerns into the Multi Agency Safeguarding Hub and ensures swift and easy access to Early Help Services and to Specialist Social Care Services. Whenever, a professional identifies a child or young person with an additional need which cannot be addressed by single agencies operating within universal services at Level 1, an Early Help Assessment should be completed with consent of the parent / carer.

The following diagram demonstrates the process that the DSL will engage in via Haringey LSCB



Throughout this process The DSL may engage with a range of services such as:

- Contacting the police
- Direct contact to any of the Haringey’s children’s care services as per the level of need such as

- Early Help Locality Teams (numbers above)
- Targeted Response Team
- Children's Social Care Services
- Haringey Educational Welfare Services (EWS)

**Referring to Early Help:** If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Furthermore the DSL can also be expected to be involved as follows:

- In the case of injuries, allegations or evidence of a crime having been committed, the DSL will liaise with the headteacher to call the police.
- The DSL can expect to be informed of the timing of any strategy meetings between the statutory and other key agencies. It is normal that following this a decision is reached regarding the process of any investigation; this may also include the timing, nature and appropriately identified person to inform the parents/carers of the referral (if this has not already been done).
- Dependent on age and level of understanding a child will be kept informed at all times about the school's actions and procedures for dealing with child protection concerns within the school and beyond. The Police and/or Social Services may carry out an investigation. The child will be offered support throughout the periods of investigation by the DSL or other identified appropriate person and may be given other information about confidential sources of support.
- Staff will be informed about child protection cases by the DSL on a 'need to know' basis. The school will continue to monitor pupils who are subject to a child protection plan, or any plan and will continue to inform parents/carers of his/her educational progress. In addition the school's Attendance Officer will monitor their attendance and need to know about children on child protection plans and those in need
- The designated safeguarding lead will support the relevant member of staff in liaising with other agencies and setting up an inter-agency assessment, as appropriate. If early help, or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

**32.4 Maintaining Confidentiality:** The DSL must ensure confidentiality as follows:

- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Indicating on the inside of the child's main file that there is a confidential file held by the headteacher for the DSL.
- Store child protection records separately from pupils' school records, marking them 'confidential' and keeping them securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan. Child protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 2018. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However in cases of child abuse which come to court, the court may require the school to provide its child protection records.
- When a child/young person subject to a child protection plan changes school the information will be transferred to the child's new school immediately (to Headteacher

and new school DSL) and the DSL will inform the key worker. The DSL may also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

**32.5 General Responsibilities:** The DSL will also carry out the following responsibilities:

- Acting as a focal point for staff members concerns and liaising with other agencies and professionals (as listed above).
- Ensuring that either they or another appropriately informed member of staff (class teacher, parent support adviser as appropriate) attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the necessary assessments as necessary
- Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and/or a Social Worker and that they are informed about every child that may be subject to a child protection plan or a child in need plan.
- Ensuring that all school staff members are aware of the school's Safeguarding policy and procedures and know how to recognise and refer any concerns.
- Providing, with the Headteacher, an annual report for the Governors, detailing any changes to the policy and procedures; training undertaken by designated leads for safeguarding and by all staff members and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (anonymised).
- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.
- Training all staff members at least once every year (with updates) and upon induction (full safeguarding training) when first joining the school. Updating staff and school annually or more frequently as the need might arise, e.g. upon publication of updated statutory guidance.
- Ensuring that any deficiencies or weaknesses in child protection arrangements that are remedied as soon as they become apparent or are raised.
- The DSL will attend all strategy meetings required and, coordinating with other staff members, contribute to inter-agency plans and provide additional support to children subject to child protection plans.
- The school will work in partnership with children/s social care and give them access where needed and, where appropriate, for that authority to conduct or to consider whether to conduct, a section 17 or a section 47 assessment.
- The DSL will seek to hear and understand the feelings, views and feedback of the child being referred and take these into account at each step of the process.
- The role and responsibilities of our Safeguarding lead will be made explicit in the post holder's job description and take account of Keeping Children Safe in Education (September 2018)
- The designated safeguarding lead will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation.

**32.6 Work with Others:** The designated safeguarding lead is expected to:

- Liaise with the headteacher to inform him / her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Liaise with the 'case manager' and the local authority designated officer (LADO) in cases regarding allegations against staff – as required.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Support staff who make referrals to the Channel program or to children's social care.
- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children (2018). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-

agency plans to provide additional support to children subject to child protection plans.

- Take into account the inter-agency safeguarding procedures set up by the LSCB, including understanding and reflecting local protocols for assessment and the LSCB's thresholds document as well as supplying information as requested by the LSCB.
- Share information with appropriate staff in relation to a child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- Ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child and the name of the virtual school headteacher in the authority that looks after the child.
  - **Haringey Virtual School of Children in Care Team**  
2nd Floor - River Park House, 225 High Road, Wood Green, N22 8HQ  
Tel: 020 8489 3767 | Fax: 020 8489 3792  
Email: hvs@haringey.gov.uk

**32.7 Training:** The designated safeguarding lead (and deputies) will undertake formal training, to provide her/him with the knowledge and the skills required to carry out the role, at least every two years. Training should include Prevent awareness training. In addition her/his knowledge will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to allow her/him to understand and keep up to date with any developments relevant to her/his role so s/he:

- understands the assessment process for providing early help and intervention, for example through locally agreed shared assessment processes, such as early help assessments;
- has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensures every member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff;
- is alert to specific needs of children in need, those with special educational needs and young carers;
- keeps detailed, accurate, secure written records of concerns and referrals;
- understands and supports the school with regards to the requirements of the Prevent duty and provides advice and support to staff on protecting children from the risk of radicalisation;
- obtains resources and attends any relevant or refresher training courses;
- encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school or college may put in place to protect them.

**32.8 Raising Awareness:** The designated safeguarding lead will:

- ensure this safeguarding and child protection policy is known, understood and used appropriately; ensure the policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and will work with the Governing Body regarding this;
- ensure this child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with Haringey LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred

separately from the main pupil file, ensuring secure transit and confirmation of receipt.

**Responsibilities: 33**  
**Headteacher**

- The headteacher will ensure that the policies and procedures adopted by the Board of governors are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- The school recognises that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process. In our school community any individual can contact the designated safeguarding lead (DSL) if they have concerns about a child or young person.
- On behalf of the Governing Body, the headteacher will ensure that all staff read at least Part One of Keeping Children Safe in Education (September 2018).
- The headteacher will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the above guidance for example through annual updates and training at induction of new staff.
- This will include periodic audits of child protection files and records by the DSL and by the Designated governors for Safeguarding.
- The headteacher and DSL will report annually to the Board of governors to enable them to review the effectiveness of child protection and safeguarding arrangements and, in turn, to influence the annual review of the policy. This enables the Board to monitor compliance with the Education Act 2002 Section 175 and to identify areas for improvement.
- The views of children, parents, carers and staff members will be sought on child protection and safeguarding arrangements through surveys, questionnaires and other means.

**Responsibilities: 34**  
**School Staff**

In order for this policy to be effective, we recognise the importance of staff commitment and full adherence to the policy.

**All staff members** (including volunteers) have a key responsible to carry out the following safeguarding duties:

- Be willing to discuss safeguarding requirements and this policy during their induction process or at any stage of their professional development.
- Implement through practice the guidance and processes outlined in this policy
- Assist and remind other staff members to also adhere to this policy
- Remind parents, guardians and other responsible adults about the guidance found in this policy
- **Statutory Responsibility:** All staff members have a statutory responsibility to safeguard and promote the welfare of all children at all times
- **Being Good Role Models:** All staff members are aware of their duty to be good role models for all pupils at our school. Staff members are given training in Safeguarding and Child Protection on joining the school or once annually along with all staff by the school's DSL. It is the duty of each staff member to be vigilant in protecting the Safety and welfare of all pupils.
- **Attending Training:** It is the duty of each staff member to have attended training and have knowledge and understanding of the signs and indicators of abuse and follow the policy and procedures set out in this policy and in the training they receive, to deal correctly with instances in which those signs and indicators become apparent in a victim or in a perpetrator. It is also the duty of each staff member to have read and understood part 1 of the most recent DfE publication "Keeping Children Safe in Education", which is distributed to staff by the DSL on its update. Staff must complete all types of training including online, internal and any external training
- **Positive Touch:** Staff members are allowed to use "positive touch" at the school. A varying degree of physical prompts, guides and reassurances are appropriate for the age, learning needs and circumstances of a child. More intrusive physical contact may be necessary when people are supporting young children with disabilities. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children it must be born in mind at all times that innocent actions can be misconstrued. Children may also find being touched uncomfortable or distressing for a variety of reasons. Staff must behave sensitively to a child's reaction to physical contact and act appropriately and always avoid touching pupils, however casually, in ways or on parts of the body that might be considered inappropriate. Staff members

are instructed, upon joining the school, about appropriate physical contact with children, to avoid being in a room alone with a child and to ensure they never use pupil toilets nor knowingly enter them allowing the door to shut whilst pupils are using them, referring to the document “Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings” (Appendix 9). This to ensure staff members do not place themselves in positions vulnerable to misinterpretation or allegations.

- **Suspecting Abuse:** If any member of staff suspects that a child in his/her class may be a victim of abuse, or a child makes a disclosure to them directly, **they must immediately inform the DSL about their concerns**. All staff and volunteers should be aware that the main categories of abuse are:
  - physical abuse
  - emotional abuse
  - sexual abuse
  - neglect
- **Signs of Abuse:** All staff and volunteers should be aware of the signs of abuse and neglect. Knowing what to look for is vital to early identification. See appendices 5, “descriptors/indicators” and 6, “Sites of physical abuse”.
- **Abusive Relationships:** Generally, in an abusive relationship the child may:
  - appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;
  - act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups);
  - display insufficient sense of “boundaries”, lack stranger awareness;
  - appear wary of adults and display “frozen watchfulness”.
- **In an abusive relationship:** parent or carer may:
  - persistently avoid child health services and treatment of the child’s illnesses;
  - have unrealistic expectations of the child;
  - frequently complain about or to the child and fail to provide attention or praise;
  - be absent;
  - be misusing substances;
  - persistently refuse to allow access on home visits by professionals;
  - be involved in domestic violence and abuse;
  - be socially isolated.
- **Serious Case Reviews:** have found that parental substance misuse, domestic abuse and mental health problems (sometimes referred to as the “toxic trio”), if they co-exist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.
- **Child Disclosure:** If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:
  - listen to what is being said without, interrupting displaying shock or disbelief
  - accept what is being said
  - allow the child to talk freely – do not put words in the child’s mouth
  - only ask questions when necessary to clarify
  - reassure the child, but not make promises which it might not be possible to keep
  - not promise confidentiality - it might be necessary to refer to children’s social care
  - emphasise that it was the right thing to tell
  - reassure her/him that what has happened is not her/his fault
  - do not criticise the alleged perpetrator
  - explain what has to be done next and who has to be told
  - make a written record
  - pass the information to the designated safeguarding lead without delay
  - consider seeking support for yourself and discuss this with the designated safeguarding lead – dealing with a disclosure can be distressing.

- **Children with communication difficulties:** Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.
- **Processing a Disclosure:** When a child has made a disclosure, or when an individual has concerns about a child's welfare the member of staff/volunteer should:
  - make brief notes immediately after the conversation;
  - make a complete and formal record as soon as possible afterwards. Use the school's Child Protection Concerns Form (Appendix 10);
  - not destroy the original notes in case they are needed by a court;
  - record the dates and times of your observations;
  - record the date, time, place and any noticeable non-verbal behaviour and the actual words used by the child or any discussions you were involved in;
  - record explanations given by the child / adult;
  - draw a diagram to indicate the position of any injuries;
  - record statements and observations rather than interpretations or assumptions;
  - sign and date the record;
  - avoid asking the child leading questions or taking statements and note down accurately the exact words spoken by the child.
- **Report and submit** records to the DSL immediately, who is the only member of staff allowed to store any records on child protection concerns.
- If signs of abuse are manifest on the child's body, this must also be noted on the form pictorially.
- **Privacy and Confidentiality:** All staff members maintain the privacy and confidentiality of the individuals involved though they must make clear that they cannot promise complete confidentiality to the pupil in order that they and potentially other children may be safeguarded. Staff members must refrain from discussing the case with anyone unrelated to it, other than the Child Protection Officer. Staff members have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.
- All staff members are expected to behave sensitively and professionally with pupils who are thought to be at risk of abuse and always act in the interests of the child.
- It is the duty of every staff member to refer any safeguarding or welfare query they have about any pupil to the DSL, however minor it might seem.
- All staff members will share with all staff, during the daily staff briefing, any welfare concern they have about any pupil to enable the gathering of any relevant further information.
- **Staff Conduct:** It is the duty of each staff member to ensure they conduct themselves in a manner befitting of a teacher and as a role model for pupils both in and out of school. Thus activities and behaviour indulged in outside of school must never reflect the school, their role and the profession in a poor light or bring the school into disrepute or give pupils a bad example. This includes the use of the internet and all other forms of media.
- It is not the duty of any member of staff to investigate a child protection allegation.
- In exceptional circumstances where concerns are not taken seriously by school leaders, or action to safeguard the child is not taken, and the child is considered to be at continuing risk of harm, staff members can speak directly to Haringey's First Response Team / Children's Services. All staff must be aware of the process for making referrals and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they may be expected to play in such assessments. It is everyone's responsibility to ensure that concerns are followed up. If a staff member has reported a concern, s/he should expect to be informed about what has happened following the report. If s/he does not receive this information, s/he should be proactive in seeking it out.
- 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 using the the SPA ( Single point of Access) form. Anybody can make a referral. If anyone other than the designated safeguarding

lead (DSL) makes the referral, s/he should inform the DSL as soon as possible. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. If a staff member does not feel that such concerns have been taken seriously by the senior leadership team, s/he should use the school's whistle blowing procedures detailed below.
- **FGM:** If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, this must be immediately reported to the police. This is a statutory duty. The teacher must report directly to the police but must also notify the DSL immediately who also make an immediate safeguarding referral.
- Staff members also need to understand their role in the early help process: identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals. Particular attention will be paid to the attendance and development of each child about whom there are concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept. The DSL should be informed of the unexplained absence of any child or young person on a child protection plan on the first day of absence, as soon as it is discovered at registration.
- Please remember the DSL is available to offer help, advice and guidance to staff and child's where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.
- In all cases ensure ongoing support is offered to the child as appropriate.

**Responsibilities: 35**  
**Governors**

School governors must exercise key safeguarding duties as follows:

- The Governors will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times and take into account the procedures and practice of Haringey's LSCB.
- The school's Board of governors will ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- The school's Board of governors will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB) and supply any information requested of the school by the LSCB.
- The school's Board of governors has nominated a governor to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the headteacher or a governor. This is Adnan Hassan the Chair of the Board.
- The school's Board of governors has ensured there is an effective Safeguarding policy in place and a staff code of conduct in the school's Staff Handbook. These documents are provided to all staff on induction, including temporary staff and volunteers. The child protection policy is prepared in accordance with government guidance, including those referred to at the start of this policy and in accordance with the local LSCB (Haringey) inter-agency procedures. This policy is updated annually and is available publicly via the school website.
- The school's Board of governors has put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future. These are set out in this policy in and in the school's Pupil Attendance policy.

- The headteacher ensures that the policies and procedures adopted by the Board of governors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- The school's Board of governors is responsible for appointing the DSL, the deputy DSL, and other related safeguarding roles.
- The school's Board of governors has appointed the school's headteacher, Feroz Adam, to the role of Designated Safeguarding Lead. The DSL has the appropriate authority and time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.
- The DSL will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2018. There is always cover for this role as the deputy head, Shiree Alam has been appointed as the deputy lead for safeguarding, to act in the headteacher's absence. The Board will ensure they are suitably trained at least once every two years.
- The school's Board of governors has ensured children are taught about Safeguarding including online safety through the provision of Computing, PSHE and SEAL in the school curriculum.
- The school's Board of governors has ensured that recruitment is safe and that all children are safe at the school.
- In line with Keeping Children Safe in Education (September 2018) the Board prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and by ensuring volunteers are appropriately supervised.
- The Designated governor for safeguarding is responsible for conducting regular checks on the school's Safeguarding policy and procedures, including the Single Central record and staff files. He and his deputy are trained in Safer Recruitment and ensure that on any interview panel, at least one member has been trained in Safer recruitment. The headteacher and deputy head are both also trained in Safer Recruitment.
- In line with Keeping Children Safe in Education (September 2018) the Board ensures there are procedures in place to handle allegations against members of staff and volunteers (see section below). There are also procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a staff member in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- The Board understands that this is a legal duty and failure to refer when the criteria are met is a criminal offence. The school's Board of governors has ensured that there are procedures in place to handle allegations against other children.
- The school's Board of governors has ensured that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring children are given the opportunity to express their views and give feedback as an essential step of Safeguarding procedures. This policy makes explicit that staff members cannot agree confidentiality and must always act in the interests of the child.

**Responsibilities: 36**  
**Parents, Guardians,**  
**Carers**

Parents, guardians and other responsible adults must exercise key safeguarding duties as follows:

- Attend training sessions held by the school
- Follow the detailed process as above if able, otherwise
- To report to teaching staff, management staff at the school any concerns about the welfare of a child.

**Procedures for 37**  
**Involving Other**  
**Agencies**

It is important to understand the work of other agencies to provide essential support to children who may have needs. We will therefore carry out the following:

- Ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course

- Contribute to multi – agency assessments of children’s needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- Pursue further if a child’s situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken
- Ensure written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main child file, and in locked locations
- Ensure the child’s social worker is notified of any child subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- Ensure any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child’s allocated social worker without delay
- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and the child’s social worker informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, or the link social worker for the school, a duty social worker or directly from the Safeguarding Standards Service.

**Procedures for 38  
children with Special  
Education Needs  
(SEN) or Disabilities**

We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and therefore will provide further support as follows:

- Expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide a school environment in which all child’s, including those with SEN, can feel confident and able to discuss their concerns.
- Understand that, barriers can exist when recognising abuse and neglect in this group of children. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
  - the potential for children with SEN and disabilities being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.
- Staff training in safeguarding will include the raising of awareness of these issues so that staff are alert to potential indicators and the impact of abuse on vulnerable children. Staff will also consider strategies to overcome communication barriers.
- The designated safeguarding lead of staff will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN child’s in relation to child protection issues are responded to appropriately (e.g. for a child with particular communication needs).

**Procedures for 39  
communication with  
Parents / Carers**

We recognise the importance of effective parental involvement as part of the safeguarding process, we therefore aim to do the following:

- We will ensure that all parents are informed that the school has a child protection policy and is required to follow Haringey’s LSCB guidelines in respect of reporting suspected abuse to the Children’s Social Care.
- Childs and parents will be made aware of how the school’s child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity.

**Procedures for 40  
CONFIDENTIALITY**

We recognise that matters related to Child Protection are of a confidential nature and will therefore ensure the following:

- The designated safeguarding lead of staff and headteacher will share detailed information about a child with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

**Support for staff 41**

We acknowledge that additional support may be required as follows:

- We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting

- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- We understand that staff members should have access to advice on the boundaries of appropriate behaviour. The document “Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings” provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff members of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff members induction and are referred to in the staff handbook.
- We recognise that designated staff members should have access to support and appropriate workshops, courses or meetings as organised by Children’s Services or the Local Safeguarding Children’s Board.
- We will ensure that supervision is provided for staff working in Early Years and foundation stage as required.

**Procedures for 42  
security and visitors  
to the school**

During the school day, all visitors will be expected to report to the school office or centre office, where they will be asked to sign the visitors’ book. All visitors are given a visitors badge which must be worn whilst on school premises. Staff will remain with the visitors for during their visit

**Procedures for 43  
SAFEGUARDING  
children on the  
school website**

At our school we ensure the privacy and safety of our children. The following points are adhered to in ensuring their privacy and safety on the website regarding the use of photographs:

- Where children are named, only their first names are given;
- Where a child is named, no photograph of that child is displayed;
- Where a photograph is used which shows a child, no name is displayed.
- By observing these points, the school ensures that visitors to the website cannot link images of children to names of children.
- When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images which are in any way inappropriate, such as close-up portrait shots of individual children.
- The school seeks parental permission for photographs. No other private information about children is ever published on the website such as surnames or contact details.

**Procedures for 44  
supervision Before  
and After School**

The following points must be acted upon to ensure safety of the children:

- The school accepts no responsibility for children who arrive on the premises before 8:00am.
- Parents are asked to make arrangements to collect their children promptly at the end of the afternoon session at 3.10pm.
- Teachers must ensure that each child is collected by a known and authorised adult.
- Children are not allowed to go with another parent unless the child’s parent has been informed.
- If any child is not collected straightaway, the class teacher will discharge the child/children to the school office. The Headteacher assumes responsibility until the child’s parents/carers take the child.
- Parents who repeatedly pick up their children late will be subject to an instant £30 fine!

**Allegations against 45  
staff**

We recognise that there will be occasions when a child at the school, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

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

In this event the Headteacher (or Chair of Governors, if allegation is against the Headteacher) must be informed and the Haringey Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate. Details of the LADO is below:

- **Sarah Roberts:** (Local Authority Designated Officer (LADO), London Borough of Haringey, **Children’s Services**, 2nd Floor River Park House, London, N22 8HQ, **Email:** LADO@Haringey.gov.uk and copy to Sarah.Roberts@haringey.gov.uk **Tel:** 020 8489 2968 or 1186

**All staff are expected to recognise the need for absolute confidentiality in these situations.**

**Whistle Blowing 46**

- We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. Our Islamic ethos dictates that we act as „a mirror to one another“ – this is as a mirror of good advice and accurate feedback. This is also in the spirit of an important saying of the famous companion of the Prophet Muhammad, salAllahu „alayhi wa sallam, Umar ibn Al-Khattab, who said, „Hold yourself to account before the Day of Account.“ The Prophet Muhammad, SalAllahu „alayhi wa sallam also said “Help your brother, whether he is an oppressor or he is oppressed.” The Prophet was asked: “It is right to help him if he is oppressed, but how should we help him if he is an oppressor?” He replied: “By preventing him from oppressing others.” (Bukhari)
- All staff members should be aware of their duty to raise concerns about the attitude or actions of colleagues. They should raise their concerns directly with the headteacher even if in any doubt. If the concerns are school-system-wide or concern the headteacher, they should raise them with the chair of trustees. If the concerns are wider still then they should contact the Local Authority Designated Officer for Child Protection.
- Staff and volunteers should feel confident to also raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime with the headteacher at any time. Where a staff member feels unable to raise the matter with the headteacher or feels their genuine concerns are not being addressed or the concerns relate to the headteacher, s/he should raise them with the chair of trustees.
- Full guidelines are set out in the school’s whistle blowing policy. Staff members can also call the NSPCC whistle blowing advice line on 0800 028 0285 or email help@nspcc.org.uk. The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their school/organisation.

**Safer Recruitment 47**

We recognise the importance of a safe recruiting process prevent people who pose a risk of harm from working with children. Thus we will ensure the following:

- Operate a safe recruitment process to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training
- The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity

**Recruitment Process**

During the recruitment process we will carry out the following:

- All applicants including volunteers are required to complete an application form.
- All references will be taken up and verified.
- With references, the school will seek out to determine suitability of working with children and suitability of the role.
- Interview panels will follow recommendations in relation to practice. One member of each interview panel must have completed Safer Recruitment training.
- At interview, candidates will be asked to account for any gaps in their employment history.
- At interview candidates will be asked about their knowledge of safeguarding and their attitude towards a safeguarding culture.
- At interview candidates will be asked a series of questions to determine their attitude towards preventing radicalisation, extremism and British values.
- Prior to carrying out DBS checks – ID verification checks will be carried out
- Prior to appointment – necessary pre-appointment checks will be carried out as follows:
  - **Identity:** Verify a candidate’s identity.
  - **Enhanced DBS:** Obtain an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
  - **Barred List Check:** Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available

- **Health Check:** Verify the candidate’s mental and physical fitness to carry out their work responsibilities via a health check questionnaire.
- **Right to work in UK:** Verify the person’s right to work in the UK.
- **Working Abroad Check:** if the person has lived or worked outside the UK, make any further checks as necessary.
- **Qualifications:** Verify professional qualifications
- **Management Check:** For management staff to check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.

**Review 48** The governing body reviews this policy every year. However they may review the policy earlier than this when new regulations or guidelines come into effect or if the governing body receives recommendations on how this policy might be improved.

**Abbreviations used 49** **DSL** – Designated members of staff  
**CP** – Child Protection

**LSCB** – Local Safeguarding Children’s Board

**Useful Numbers 50** **Children's Social Care / First Response Service**

Monday to Thursday 8.45am to 5pm;

Friday 8.45am to 4.45pm:

**Tel:** 020 8489 4470

Out of office hours, including weekends:

**Tel:** 020 8489 0000

#### **Haringey Local Safeguarding Children Board**

Direct all general enquiries to 020 8489 1470 and [lscb@haringey.gov.uk](mailto:lscb@haringey.gov.uk)

2nd Floor, River Park House

225 High Road

London N22 8HQ

#### **Metropolitan Police**

Haringey Borough Police

Child Abuse Investigation Team: 020 8345 2246

Control Room (Reporting Missing Children): 020 8345 1212

Emergencies: 999

#### **Young Carers Support**

Haringey Young Carers' Support: 020 8489 4894

**Sources 51** We aim to ensure our children remain safe in accordance to the following advice and guidance from the following sources:

- London Child Protection Procedures 2017 (5th edition). <http://www.londoncp.co.uk>
- London Safeguarding Children’s Board. <http://www.londonscb.gov.uk>
- Working Together to Safeguard Children July 2018. <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Keeping Children Safe in Education September 2018. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Female genital mutilation: guidelines to protect children and women [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)
- NSPCC. <http://www.nspcc.org.uk>
- Haringey LSCB guidance, via website: <http://www.haringeylscb.org/haringey-guidance>
  - Child Protection & Risk Assessment
  - Thresholds of Need and Intervention
  - Bullying
  - Anti bullying and discriminatory incident policy framework (PDF, 246KB)
  - Domestic Violence
  - Child Sexual Exploitation
- Haringey LSCB guidance, via website <http://www.haringeylscb.org/guidance>
  - Allegations Against Staff
  - Assessing Risk
  - Bullying
  - Domestic Violence

- Female Genital Mutilation (FGM)
- Neglect
- Safer Recruitment
- Sexual Exploitation