



POLICY

Child Protection and safeguarding

SEPTEMBER 2020

Review 2021

Assunnah Primary School

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In the Name of the Lord, the Most Merciful, the Most Beneficent

“Those who are faithfully true to their amanah (all the duties which God has ordained, honesty, moral responsibility and trusts, etc.) and to their covenants...these indeed are the inheritors. Who shall inherit Paradise. And dwell therein forever” (Quran 23:8, 23:10-11)

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Reviewed by: Hodan Yussuf

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Head Teacher: Hodan Yussuf Lead DSL

Designated Safeguarding Lead: Hodan Yussuf Lead DSL

Deputy Designated Safeguarding Lead: Mohamed Yussuf (Business Manager and DSL)

Named Governor for Safeguarding: Adanan

Chair of Governors: Adnan (contact details)

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2019)** as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply,, contract staff, governors, volunteers and trustees working in or on behalf of Assunnah Primary School

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate *Assunnah Primary School* commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;

- Provide stakeholders with clear information relating to *Assunnah Primary School's* safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Assunnah Primary School is committed **to** the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of **the school**, in line with Keeping Children Safe in Education (**September 2019**) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in **Assunnah Primary School** understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (September 2019)*¹
- Working Together to Safeguard Children (June 2018)*
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2019).

2.7 This policy should be read in conjunction with the following policies;

Behaviour policy, attendance policy, anti-bullying, Prevent Policy and online safety

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of ***Assunnah Primary School***. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, it should be understood that ***Assunnah Primary School*** will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body and/or Proprietors

3.1.1 ***Assunnah Primary School has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Mohammed Azeem as set out in KCSIE paragraph 54/55.***

Part 2 of Keeping Children Safe in Education (September 2019) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in ***Assunnah Primary School*** are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that ***Assunnah Primary School*** takes into account local authority and Haringey ***Safeguarding Children Partnership*** policies and supply information as ***requested by the safeguarding partners***
- Ensure that ***Assunnah Primary School*** has an effective child protection policy, that it is published on ***Assunnah Primary School*** website and available by other means and review this annually;

¹ Guidance marked with an asterisk (*) is statutory.

Ensure that *Assunnah Primary School* has a staff behaviour policy or Code of Conduct;

- Ensure that all staff undergo safeguarding and child protection training on induction;
- **Ensure that children are taught about safeguarding, including online safety. See paragraph 12 of this policy for further information.**

Put in place appropriate safeguarding responses for children who go missing from education;

- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and

□ **The Role of the Headteacher**

The headteacher will;

3.2 Ensure that this policy is reviewed annually and ratified by the governing body;

3.2.1 Ensure that this policy and associated procedures are adhered to by all staff;

Ensure that all staff are made aware of the named governor for safeguarding and the Designated

- Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;

Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;

- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;

Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;

- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

- **Ensure that Assunnah Primary School works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.**

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and

Ensure that children's social care have access to **Assunnah Primary School** to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe

- in Education (**September 2019**).

The Role of the Designated Safeguarding Lead

□

3.3

6

3.3.1 *The Designated Safeguarding Lead for Assunnah Primary School is Hodan Yussuf.* The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in the school;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Assunnah Primary School with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (**September 2019**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves the school;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of *Assunnah Primary School* community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor who is also our Chair of Governors to review safeguarding in *the school*; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (**September 2019**).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Assunnah Primary;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; Assunnah Primary School behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in **Assunnah Primary School** that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (**October 2019**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or

failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse; □ Emotional abuse; □ Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Assunnah Primary School recognises that any child can be the victim of abuse and may benefit from early help. However, Primary School will be particularly vigilant to potential need for early help if a child;

- is disabled and have 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.²

4.7 **Assunnah Primary School** recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if **Assunnah Primary School** believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;

² Taken from paragraph 18, [Keeping Children Safe in Education \(September 2019\)](#)

- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- radicalisation;
- relationship abuse;
- **serious violence**;
- sexual violence or sexual harassment (including peer on peer abuse); ☐ sexting;
- trafficking and modern slavery.

4.8 **Assunnah Primary School** will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2019) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system; ☐ Children with family members in prison; ☐ Children who are homeless.

4.10 **Assunnah Primary School** have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on **Assunnah Primary School** Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or □ Any disclosures of abuse that children have made.

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may:

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if **Assunnah Primary School** is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Assunnah Primary School believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Firstresponseteam@haringey.gov.uk which is used by Assunnah Primary School to make decisions about protecting children

5.6 See **page 17** for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2019**).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 **Assunnah Primary School** understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. **Peer on peer abuse can include bullying, cyberbullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies.** Assunnah Primary School recognise that safeguarding issues can manifest as peer on peer abuse.

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

5.8.1 All members of staff will be made aware of Assunnah Primary School policy and procedures with regards to peer on peer abuse. Assunnah Primary School will ensure staff understand what is meant by peer on peer abuse Assunnah Primary School policy on peer on peer abuse all new staff will receive induction training which will include this and regular updates will be provided for all staff members. Assunnah Primary School will work to prevent peer on peer abuse by ensuring regular training and awareness as outlined in our Peer to Peer Abuse Policy please also refer to separate policy as well.

5.8.2 In the event that an allegation of peer on peer abuse is made, *Assunnah Primary School* will investigate this. The DSL will lead the investigation and speak to the pupils involved. They will gather as much information taking care to avoid asking leading questions whilst doing so. All pupils affected will be supported. The incidents will be recorded as soon as possible by the reporting staff and children affected.

5.8.3 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by the DSL.

5.8.4 **Assunnah Primary School** will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.8.5 Assunnah Primary school we understand that due to the age ranges of our children, who start from 2 to 11 years old, the needs and ages of the children will need to be taken into consideration and each incident carefully investigated, whilst supporting both the victim and perpetrator.

5.8.6 **Assunnah Primary School**

5.8.7 will adhere to guidance set out in Keeping Children Safe in Education (2019) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

5.8.8 All staff will be made aware that 'upskirting' is a criminal offence.

5.9 Youth Produced Sexual Imagery ('sexting')

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 **Assunnah Primary School** has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. See Online Safety Policy

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 Assunnah Primary School recognises that safeguarding incidents can be associated with factors outside Assunnah Primary School and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13; □ Extreme, or violent content; □ Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.10 Serious Violence

5.10.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.10.2 All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

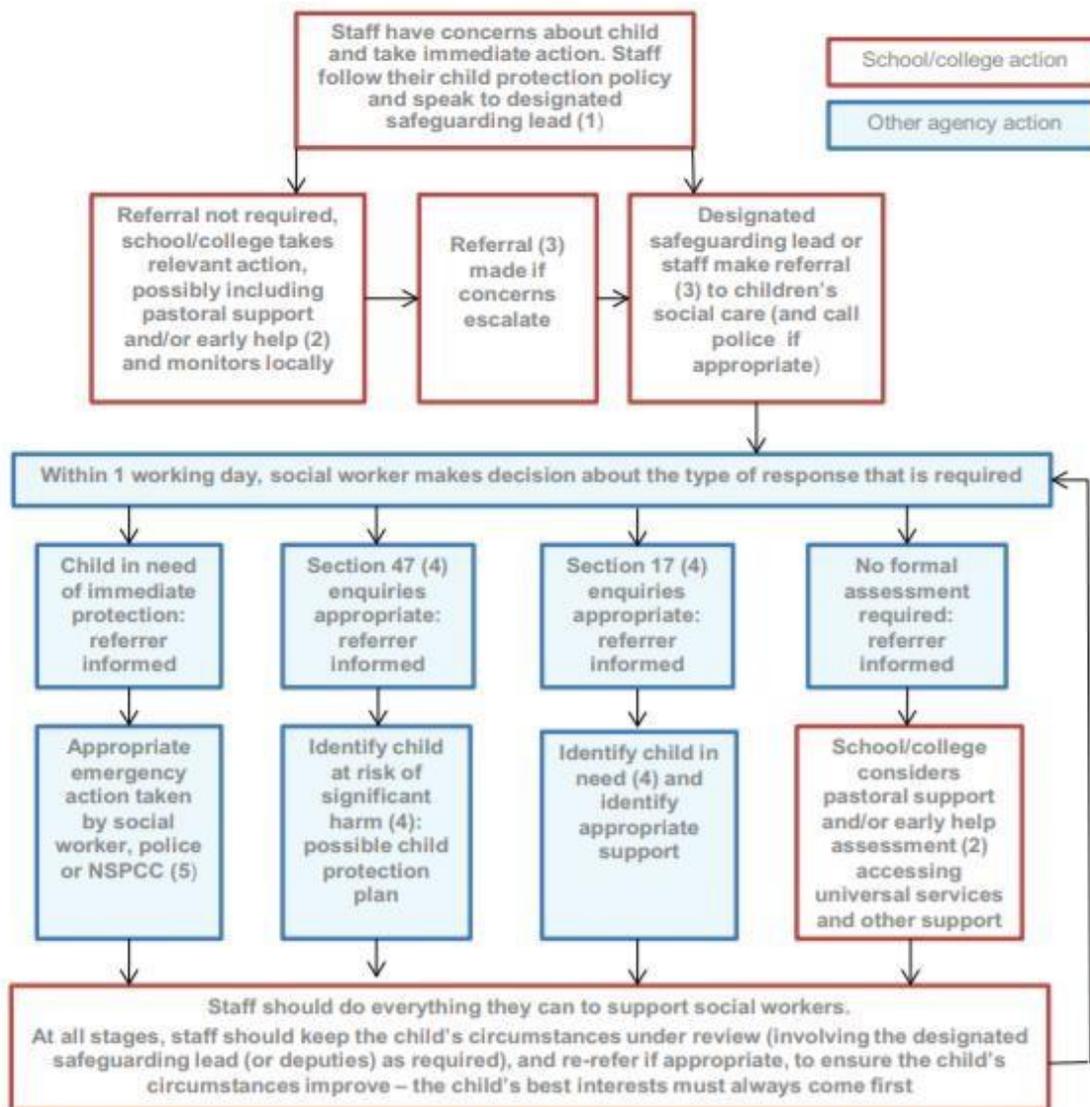
5.10 Searching, Screening and Confiscation

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in *Assunnah Primary School*

5.10.2 *Assunnah Primary School* adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.10.3 *Please see searching, screening and confiscation behaviour policy*

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.11 To raise concerns about children, members of staff should contact the Multi -Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi -Agency Referral Form (MARF) and submit this to the MASH. Assunnah Primary school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 020 8489 4470

MASH online referral form: <https://haringeyscp.org.uk/p/forms-and-referrals/forms-and-referrals>

Out of hours Emergency Duty Team: 020 8489 4470.

Prevent/Channel Referrals: Refer to MashReferral@haringey.gov.uk and to

6. Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 *Assunnah Primary School* keeps all safeguarding files manually; these are kept separate to other pupils files in the Headteacher Office.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 *Assunnah Primary School* will seek at least two emergency contacts for every child.

6.5 All data processed by *Assunnah Primary School* is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information;

(Data Protection Policy, privacy notice,)

6 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins *Assunnah Primary School*

7.2 Parents can withdraw consent at any time and must notify *Assunnah Primary School* if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

7 Early Help

8.1 *Assunnah Primary School* is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding

children. **Assunnah Primary School** works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Named Early Help Assessment Coordinator (EHAC):

Harinaev and West Green.
North East Tottenham
Network Learnina Communities

Tele: 020 8489 2403

8.2 **Assunnah Primary School** works within the Staff training The Early Help Offer in Haringey - Conversations 4 Change.

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, **Assunnah Primary School** has committed to training staff throughout the academic year. All staff members will be made aware of **Assunnah Primary School** safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (**September 2019**)
- School procedures for Children Missing Education
- Assunnah Primary School Behaviour Policy

9.2 Staff at **Assunnah Primary School** will;

All staff member including governors and volunteers receive a personal login to our online training portal where they will access and complete Level 2 training in Safeguarding, Prevent Training, Safeguarding in PE, online safety and CEOP training. We also cover safeguarding and early help as a standing item in the weekly staff meeting. We have regular refresher training, mental health, team teach, local authority training, DSL briefings etc, e-bulletins, governor and volunteer training.

9.3 **Assunnah Primary School** recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and 'sexting'⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

8 Safer Recruitment

10.1 **Assunnah Primary School** is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

⁵ Also known as 'youth produced sexual imagery'.

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. **Assunnah Primary School** reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 Three members of staff including have completed the Safer recruitment training. At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to Assunnah Primary School who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at **Assunnah Primary School** comply with Keeping Children Safe in Education (**September 2019**). See Part 3 of Keeping Children Safe in Education (**September 2019**) for further information.

8.8 See Safer Recruitment policy for further details.

9 Allegations of abuse against staff

11.1 **Assunnah Primary School** takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2019**) and the **CSCP Guidance, 'Allegations against Staff and Persons in a Position of Trust'**.

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the **Chair of Governors** without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. **The details of the LADO can be found at the front of this policy.**

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to **Assunnah Primary School** in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.9 Whistleblowing

11.9.1 **Assunnah Primary School** operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or **Assunnah Primary School** safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

10 Promoting safeguarding and welfare in the curriculum

12.1 **Assunnah Primary School** recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.1.2 Assunnah Primary School will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, Assunnah Primary School will cover relevant issues in line with government guidance on Relationships Education and Relationships and Sex Education.

12.1.3 Children at **Assunnah Primary School** will receive the following as part of our promotion of safeguarding across the curriculum:

Safeguarding is embedded within the curriculum with cross curricular links across subjects. It is delivered as a Spiral curriculum, E-safety is taught to each year group as part of the ICT curriculum and is also covered through the newly revised PSHE and Citizenship curriculums. Internet safety awareness days and workshops are held through different points in the year. Awareness is also raised through Anti bullying

week. Parents workshops are also held. We also have regular updates in newsletter and awareness and reminders during assemblies.

Children with Special Educational Needs

14.1 As outlined in **Keeping Children Safe in Education (2019)**, *Assunnah Primary School* is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances. The named Senco is Manal Mohamed .

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

11 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. We will follow the guidance set out in the DfE "Use of Reasonable Force in Schools"

12 Work Experience

Any students on work experience will required to have an enhanced DBS check unless they are school students, in which case they will not be left unaccompanied with children.

We will ensure that volunteers and visitors working in 'regulated activity' have appropriate DBS clearance and are identified on our Single Central Record.

All visitors to school must wear a Visitors lanyard. All visitors are given the safeguarding information sheet. All staff and children are instructed to direct all visitors without a lanyard to the school office.

Regular volunteers/visitors undergo an induction, including safeguarding.

Irregular volunteers, such as parents accompanying school visits, are given a guidance sheet which includes safeguarding information.

Volunteers and visitors who do not have a DBS disclosure will not have unsupervised access to children.

All visiting staff will be expected to show photo ID, sign in and wear a visitor's badge.

All other visitors to our school will be accompanied at all times by members of staff.

14 Female Genital Mutilation (FGM)

FGM is born from a misunderstanding of cultural practises which affects and is widespread in some communities. It is illegal in the UK and a form of child abuse. Women and girls who have experienced FGM tell of the devastating life lasting effects of this. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

There is now a revised legal guidance making it a **mandatory** duty for the teacher who has discovered FGM has taken place to report it personally to the police, the DSL must not do without good reason.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement

- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

15 Prevent Duty: Extremism and Radicalisation

Please refer to the full policy.

There is no place for extremist views of any kind in Islam. This principles resonates within our school, whether from internal sources - pupils, staff or governors, or external sources - school community, external agencies or individuals extremism has no place or basis. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this - we have a duty to ensure this happens.

We will use the curriculum and extra-curricular opportunities to help our children develop their understanding about the world around them and how any type of extremism goes against the teachings of Islam.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture □ Attempts to impose extremist views or practices on others
- Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

16 Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

17 Children Missing in Education

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school's procedures and liaise with and follow the LA guidance for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Please see the full policy for detail.

Our LA Missing Children Contacts
Education Welfare Service
River Park House
225 High Road
London
N22 8HQ

Tel: 020 8489 3866
Email: ews@haringey.gov.uk

23 Domestic abuse

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

It can affect children in many ways as below;

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children Safelives:
young people and domestic abuse

and safe for the child.

Summary

19.1 Assunnah Primary School is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact Assunnah Primary School

Appendix A

Assunnah Primary School safeguarding policy is intended to be used in conjunction with the following policies;

- Anti - Bullying Policy
- **Attendance Policy**
- Behaviour Policy
- **Children Missing in Education Procedures**
- Complaints Policy □ Health & Safety Policy □ Online Safety Policy.
- PSHE Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy
- Visitor Management *including external speakers information* Policy □ Whistleblowing Policy

Appendix B - Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, Assunnah Primary School will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2019)**, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

Assunnah Primary takes all forms of bullying seriously and will respond immediately and robustly to any reported bullying. Children are fully aware of the process of how the school deals with any forms of

bullying. Children know that they can speak to the class teacher, to the DSL or to any trusted member of staff and staff will work to resolve any concerns they have.

We have a whole school approach to Anti-Bullying and teach children about the dangers of bullying through the curriculum. This is done throughout a number of subjects including PSHE, Islamic studies, ICT and various timetabled curriculum events such as Anti-bullying week and E-Safety work. Bullying can take many forms and we have several policies that will cover different aspects of bullying. Please also see the Anti-Bullying Policy, the Behaviour Policy, Lunchtime policy and Procedures and the E- safety Policy

Domestic abuse

Staff at Assunnah primary are aware that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Staff will follow procedures to record and notify the DSL of any concerns.

Please also refer to main section in this policy

It can affect children in many ways as below;

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children Safelives:
young people and domestic abuse

. Fabricated or induced illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.

It is a relatively rare but potentially lethal form of abuse.

Concerns will be raised when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness.

The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.

There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

The above four methods are not mutually exclusive. -

Female genital mutilation

FGM is also a form of so-called 'honour-based' violence

At Assunnah Primary all staff must complete the Level 2 Safeguarding and the FGM training module as part of their induction. All staff are made aware that teachers are subject to a **statutory duty** to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18.

Female genital mutilation (FGM) is a form of child abuse. It is the name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

These risk indicators may include:

- pupil talking about getting ready for a special ceremony
- family taking a long trip abroad

- pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the pupil's sibling has undergone FGM
- pupil talks about going abroad to be 'cut' or to prepare for marriage

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a pupil has undergone FGM:

- prolonged absence from school and other activities
 - behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
 - complaining about pain between the legs
 - mentioning something somebody did to them that they are not allowed to talk about
 - secretive behaviour, including isolating themselves from the group
 - reluctance to take part in physical activity
 - repeated urinal tract infection

See main policy

24 Gangs or youth violence

At Assunnah Primary staff are made aware of gangs and youth violence within the context of our local area. It will consider that safeguarding should focus on both young people who are vulnerable

of making the transition to gang involvement as well as those already involved in gangs. Practitioners will be made aware of particular risks to young people involved in gangs from involving

violence and weapons; drugs and sexual exploitation. The safeguarding lead will report to the police and make a MASH referral if required.

Gender-based violence

"no woman should live in fear of violence, and every girl should grow up knowing she is safe, so that she can have the best start in life."(Violence Against Women and Girls) March "2016

At Assunnah Primary School we believe that the above statement is a basic fundamental for our children to develop to become healthy young people and have healthy relationships as adults. We aim to raise awareness with our staff and through the curriculum. Gender Based violence includes modern slavery, child sexual abuse and exploitation of young girls by gangs. domestic violence, sexual violence and female genital mutilation,

We aim to help young people to understand what a healthy relationship is and to consider what is not acceptable through careful curriculum planning in PSHE, science and Islamic studies.?

Hate

At Assunnah Primary our values of "Respect" underpins everything that we do through the curriculum and extra-curricular activities. We promote and follow the teachings of the Prophet (PBH) who has clearly stated that NO person has superiority over another according to race, colour or creed. (The last Sermon) We will tackle any form of racist, prejudiced, homophobic or other such behaviours

Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will instigate any referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave a property.

Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and

encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

Radicalisation and Extremism

At Assunnah Primary we consider protecting children from the risk of radicalisation as part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

At Assunnah Primary we recognise the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed in order to challenge extremist perspectives. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL.

We will then follow normal safeguarding procedures, which may involve contact the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support

We expect all staff, volunteers, governors, visiting professionals, individuals or agencies to behave in accordance with the school's Staff Code of Conduct Policy. We will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any

Serious Violence

All staff have received training and regular updates about serious violence. Staff are made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are made aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

Sexual violence or sexual harassment (including peer-on-peer abuse)

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. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in 'Part 5: Child on child sexual violence and sexual harassment' of DfE guidance "Keeping children safe in education".

Sexting

At Assunnah Primary we will act in accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people 'Sexting in school and colleges' All incidents of youth produced sexual imagery will be dealt with as safeguarding concerns.

If staff become concerned about any issue in relation to a device in the possession of a student (eg, mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice searching, screening and confiscation: advice for headteachers, school staff and governing bodies (DfE February 2014), page 11. Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL Please also See section 12 in policy

Trafficking and Modern Slavery

'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. 'Exploitation' includes, at a minimum, sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Identification of trafficked children may be difficult as they might not show obvious signs of distress or abuse. Some children are unaware that they have been trafficked, while others may actively participate in hiding that they have been trafficked. Any child transported for exploitative reasons is considered to be a trafficking victim in line with the **Palermo Protocol**, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

As part of Assunnah admissions procedures diligent checking processes will be undertaken on checking identity documents. As part of the admissions procedure we always contact the previous schools for records.

Children missing from education, home or care

Assunnah Primary School will also take action to protect;

- Children missing education
- Children missing from home or care

Assunnah Primary will also take action to protect children missing education, Children missing from home or care. A child going missing from education is a potential indicator of abuse or neglect. We will follow the school's procedures, see full and separate policy, and liaise with and follow the LA guidance for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Please see the full policy Children Missing Education Policy for detail.

Please refer to separate CME policy and attendance policy

Private Fostering

Assunnah Primary School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than **28 days**.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes - they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start □ wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in □ physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with □ strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late □ being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence □ of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements. □

Assunnah Primary School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well- being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice

Serious violence strategy

Home Office Strategy

Appendix D

CMS Initial Child Protection Log
<p>CONFIDENTIAL</p> <p>This form should be completed and returned immediately to the Designated Person with responsibility for child protection in the School.</p> <p>When receiving information that alleged abuse or inappropriate care of a child may have taken place, it is imperative that prompt and effective action is taken as soon as possible. This initial log is intended to prompt and record some essential details.</p>
<p>SECTION 1</p> <p>Name of person completing this form _____</p> <p>Date _____ Time _____</p> <p>Place _____</p> <p>Name of other person(s) present during disclosure _____</p> <p>_____</p>

SECTION 2 – Information disclosed. This is usually the minimum amount of information required for the referral to be taken forward and investigated

Full name of child _____

Where the alleged incident took place _____

Broad nature of concern (e.g. physical abuse, sexual abuse, neglect etc.)

Appendix E

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required. A copy of the body map should be kept on the child's concern/confidential file.

Ensure First Aid is provided where required and record

BODY MAP (Form D)

(This must be completed at time of observation)

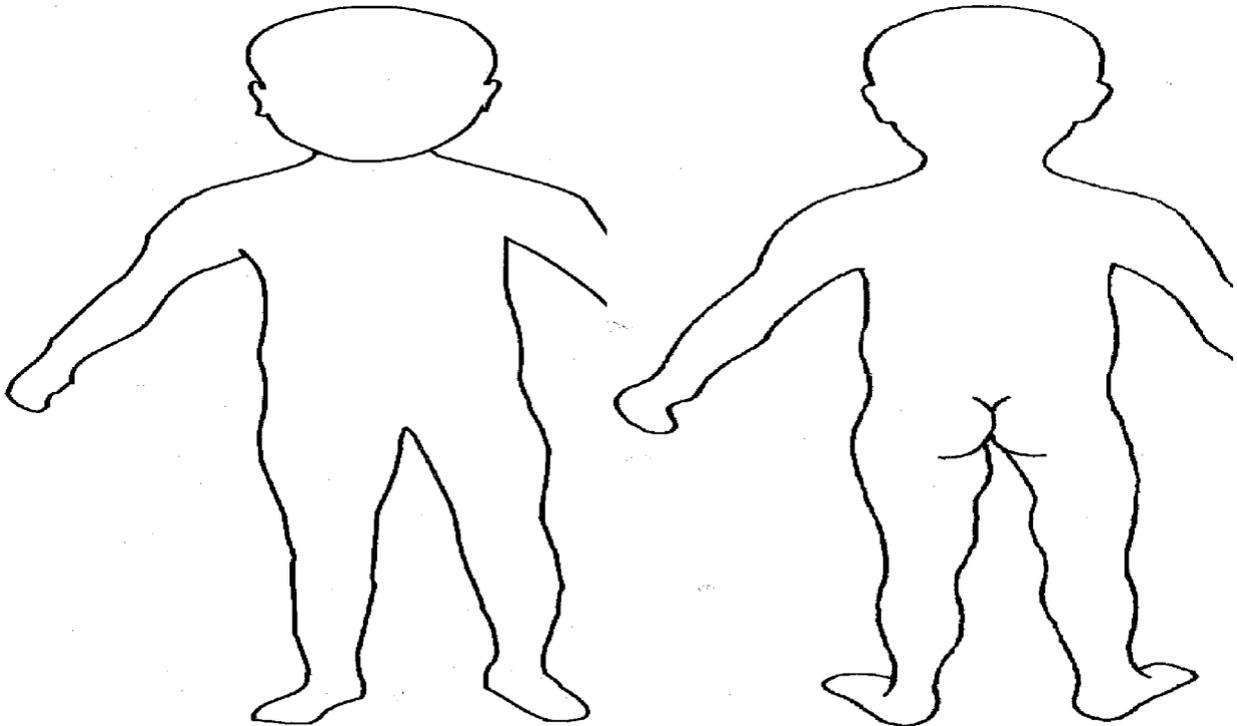
Name of Pupil:

Date of Birth:

Name of Staff:

Job title:

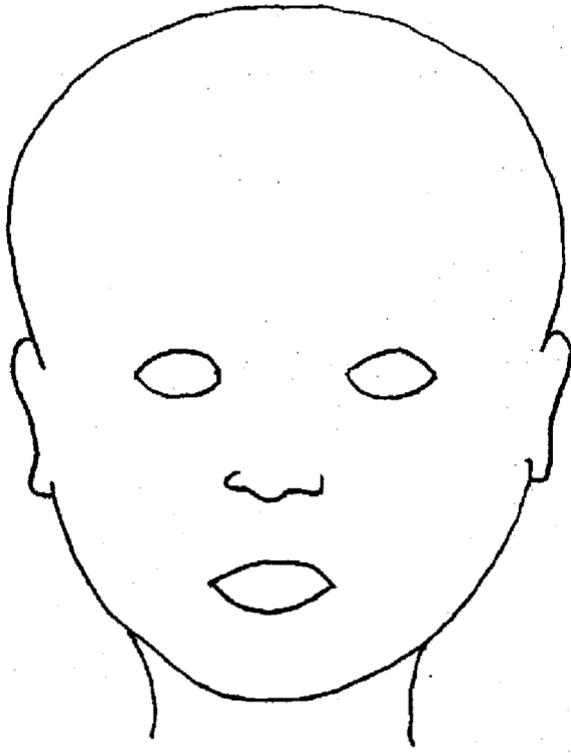
Date and time of observation:



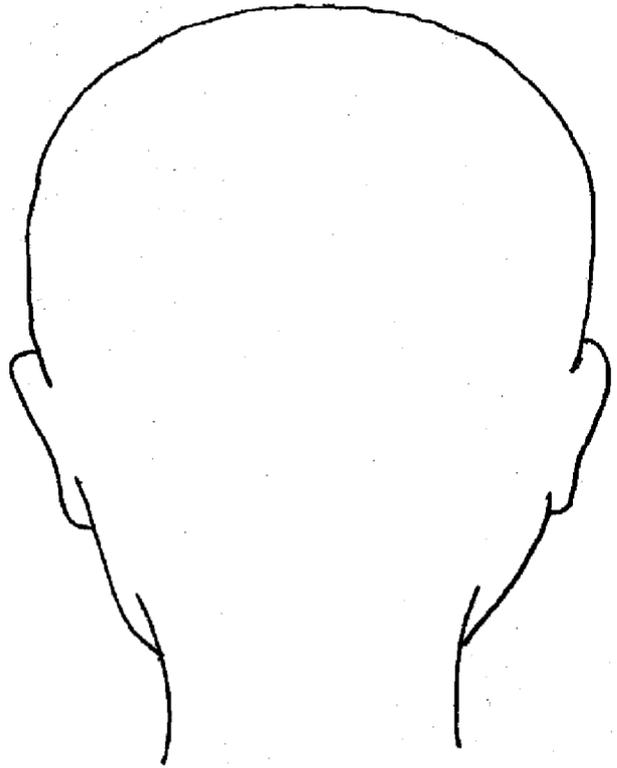
Name of

Date and time of

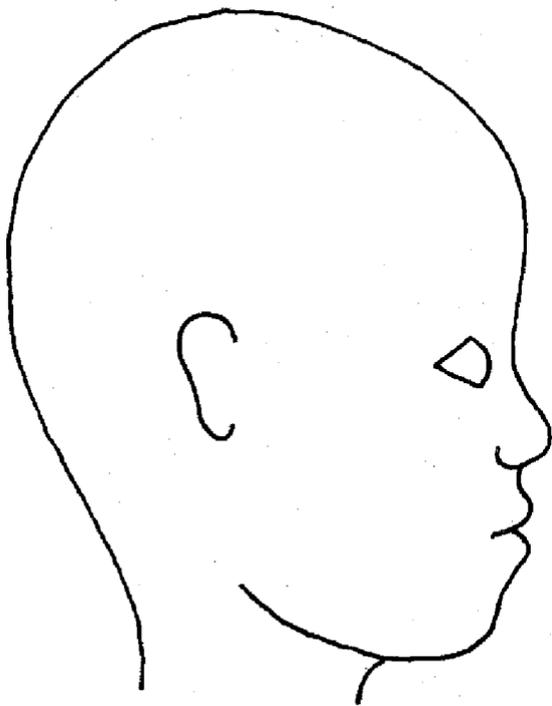
pupil: observation:



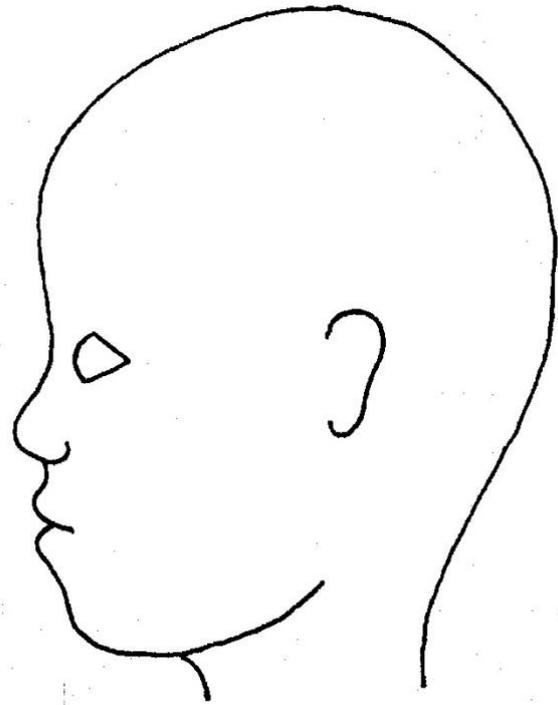
FRONT



BACK



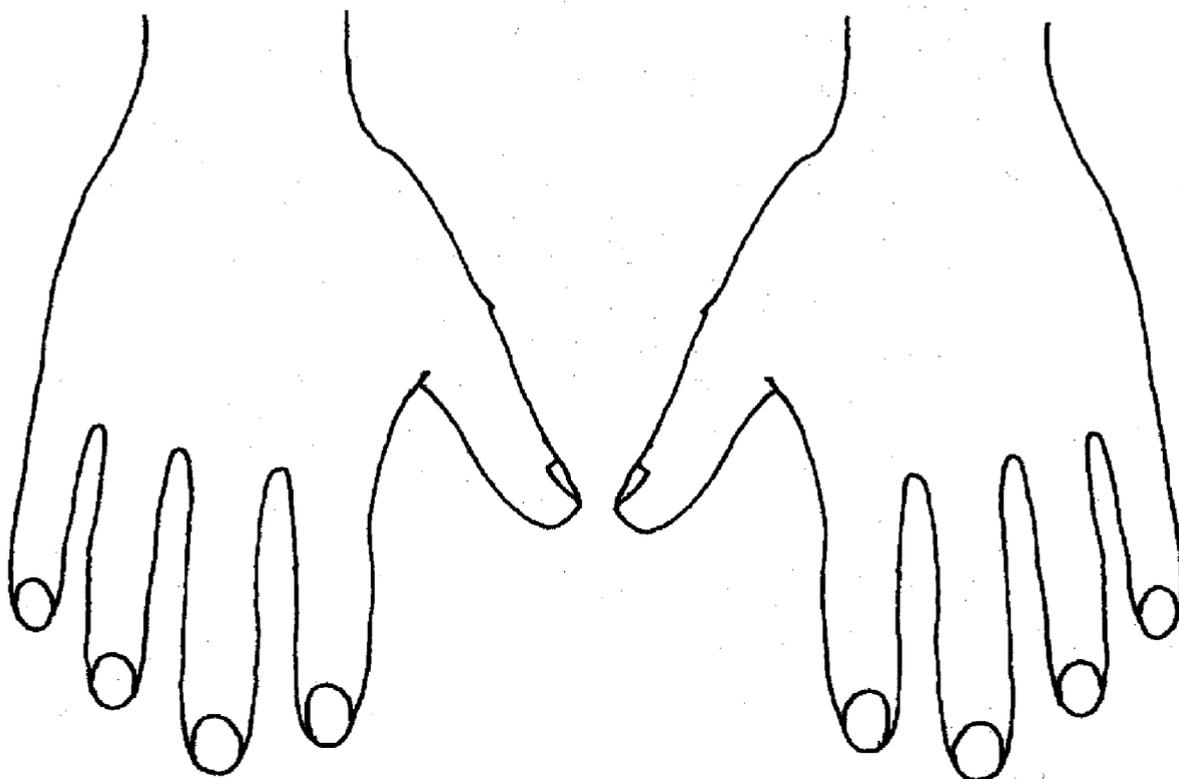
RIGHT



LEFT

Name of pupil:

Date and time of
observation:



R

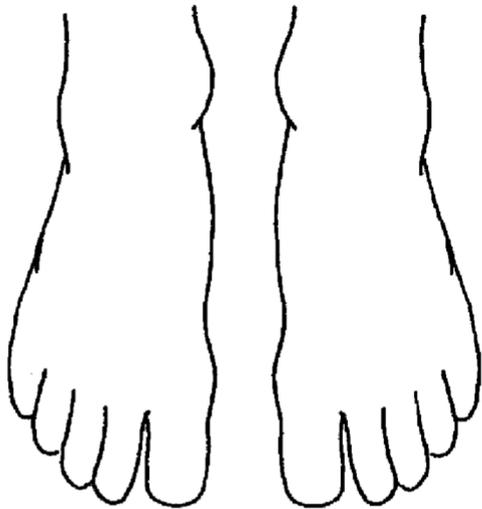
BACK

L



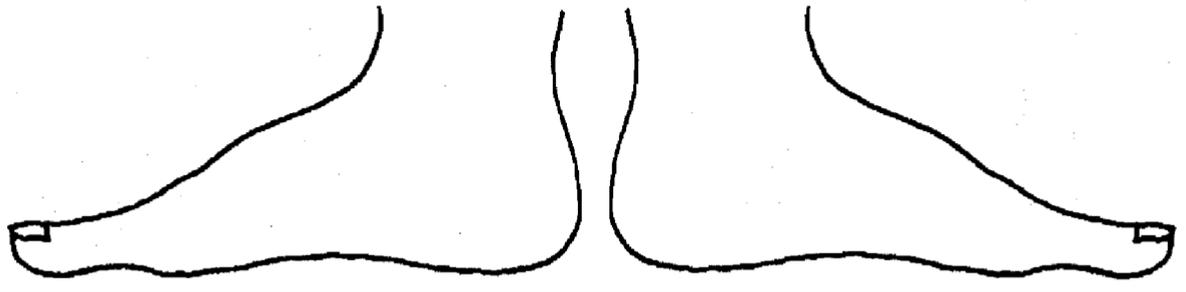
Name of Pupil: _____

Date and time of
observation: _____



R TOP L

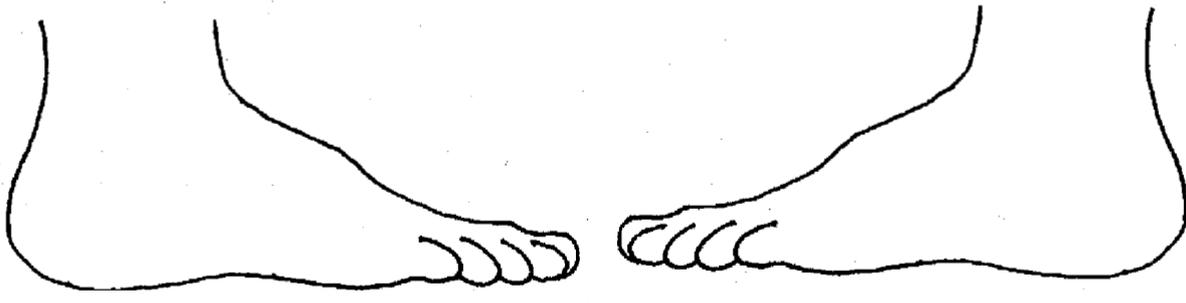
R BOTTOM L



R

L

INNER



R

L

OUTER

Printed Name, Signature
and Job title of staff:

