

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Policy Originator	Haringey
Governor Responsible	Samsam Abdullahi
Status	Statutory
Last reviewed	August 2021
Ratified on	September 2021
Review period	Annual
Signed	

This document has been updated to include policies and procedures are in line with statutory requirements.
'Keeping Children Safe in Education' (KCSIE) 2021

The core content for 2021 has been updated to reflect key requirements and principles outlined in KCSIE 2020. Changes have been made and additional content has been included in line with KCSIE 2021. Where possible, new content is **highlighted in green**

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

1. KEY CONTACTS

Head of School and Designated Safeguarding Lead	Hodan Yussuf	
Deputy Head and Deputy on-site Safeguarding Lead (DDSL)	Mohamed Yusuf	myusuf@assunnahschool.co.uk
Safeguarding team (DSLs)	Hodan, Mohamed Manal	Hodan.y@assunnahschool.co.uk
Chair of Governors and Link Governor for Safeguarding	Gov , Khalifa Samsam Abdullahi	sabdullahi@assunnahschool.co.uk
Local Authority Designated Officer (LADO)	John Srivastava/Shaua	shauna.mcallister@Haringey.gov.uk LADO@Haringey.gov.uk 020 8489 2968/1186

Channel Helpline		020 7340 7264
Haringey Local Safeguarding Children Board	8th floor, River Park House, 225, High Road, London N22 8HQ	https://haringeyscp.org.uk/ 020 8489 3145
Haringey Council's Children's Services Please only use the out of hours number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social worker will ring you back.	☐ Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm 020 8489 4470	Out of office hours, including weekends: 020 8489 0000 Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999
Making a MASH referral		During your phone call (above) if you are a professional working with children you may be asked to complete a MASH referral form within 24 hours. This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk

Contents

	Page no
What to do if you have a welfare concern flowchart	3
1. Introduction and Ethos	4
2. Policy Context	5
3. Definition of Safeguarding	5
4. Related Safeguarding Policies	6
5. Policy Compliance, Monitoring and Review	6
6. Key Responsibilities	7
7. Recognising Indicators of Abuse and Neglect	8
8. Child Protection Procedures	10
9. Record Keeping	10
10. Multi-Agency Working	11
11. Confidentiality and Information Sharing	11
12. Complaints	12
13. Staff Induction, Awareness and Training	12
14. Safe Working Practice	13
15. Staff Supervision and Support	13
16. Safer Recruitment	13
17. Allegations Against Members of Staff and Volunteers	14
18. Safeguarding Children with Special Educational Needs and Disabilities	15

19.	Peer on Peer Abuse	15
20.	Gangs, County Lines, Violent Crime and Exploitation	16
21.	Mental Health	16
22.	Online Safety	16
23.	Curriculum and Staying Safe	18
24.	The Use of Premises by Other Organisations	19
25.	Security	19
26.	Local support	19
Appendix 1: Categories of Abuse		21
Appendix 2: National Support Organisations		23

Safeguarding-CP-Polic202-21-Haringey

What to do if you have a concern in Assunnah Primary and Early Years

1. Introduction and Ethos

Assunnah School and Early Years recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

- **Staff working with children at Assunnah Primary and Early Years are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**

Assunnah Primary and Early Years believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Assunnah Primary and Early Years recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

- **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
- **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Assunnah School and Early Years expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2021 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, staff and volunteers) and are consistent with those outlined within KCSIE 2020 and 2021 Part 1

2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE Keeping Children Safe in Education 2020 (KCSIE) and 2021 Part 1
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' 2019
 - Framework for the Assessment of Children in Need and their Families 2000)
 - Early Years and Foundation Stage Framework 2017 (EYFS)
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The way Assunnah Primary and Early Years is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and KCSIE 2021 part 1 related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.

- We acknowledge that some learners will return in September 2021 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

Why are you concerned?

- Something a child has said -e.g allegation of harm
- Child appearance-may include unexplained marks
- Behaviour change
- Witnessed concerning behaviour

Act immediately and record your concerns, if urgent speak to DSL first

- Follow the school procedure
- Reassure the child
- Clarify concerns if necessary (TED) Tell, Explain, Describe
- Use the child own words
- Sign and date your records
- Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead (Hodan Yussuf)

Designated Safeguarding Lead

- Consider whether the child is in immediate risk of harm: unsafe to go home
- Refer to other agencies as appropriate: interim, or community, early help. LADO or police or other integrated children's services
- If unsure contact then consult with Area Education Safeguarding Advisor or Local Authority at Haringey Safeguarding Team

If you are unhappy with the response Staff

- Follow the escalation procedures
 - Follow Whistleblowing procedures
- Learners and Parents**
- Follow the school complaints procedures

Record decision making and action taken in the learner's child protection and safeguarding file

Monitor

Be clear about

- What you are monitoring eg behaviour trends, appearance
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

All of stages, the child's circumstances will be kept under review. The DSL, Staff will request further support if required to ensure the child's safety is **paramount**.

3. Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical 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.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying) ◦ Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Extra Familial Harm
 - Fabricated or induced illness
 - Faith based abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery ◦ Mental health
 - Missing children and adults
 - Online safety
 - Peer on peer abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse

- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2020)

4. Related Safeguarding Policies

- This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below
 - Online Safety; Social media and Mobile technology
 - Anti-Bullying
 - Data protection and Information sharing
 - Image use
 - Relationship and Sex Education (RSE)
 - Personal and intimate care
 - Health and safety, including plans for school reopening
 - Attendance
 - Risk assessments (e.g. school trips, use of technology, school re-opening)
 - First aid and accidents
 - Managing allegations against staff
 - Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
 - Safer recruitment
 - Whistleblowing

5. Policy Compliance, Monitoring and Review

- Assunnah Primary and Early Years will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. On the School website and staff shared drive
- Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website
- The policy will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and Head teacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

6. Key Responsibilities

- The governing body have read and will follow KCSIE 2020 and KCSIE 2021 part 1

- The school has a nominated governor for safeguarding. **The nominated governor will support the DSL and have oversight** in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The governing body and leadership team will ensure that the Designated Safeguarding Lead is supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- The school has appointed Hodan Yussuf Head teacher as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed Deputy DSLs Mohamed Yusuf, and Early Years Lead Manal Mohamed and who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- **The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.**
- **The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.**
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
- **When supporting children with a social worker or looked after children** the DSL should have details of the child's social worker and name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with designated teacher)
 - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
 - Ensure that locally established procedures as put in place by the three safeguarding partners (Haringey LA), including referrals, are followed, as necessary.
 - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the school role in any multi-agency plan for a child.
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
 - **help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.**
 - **Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.**
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within **KCSIE (2020)** and **KCSIE (2021)**

6.2 Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

6.3 Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

6.4 Parents and Carers

Parents/carers have a responsibility to:

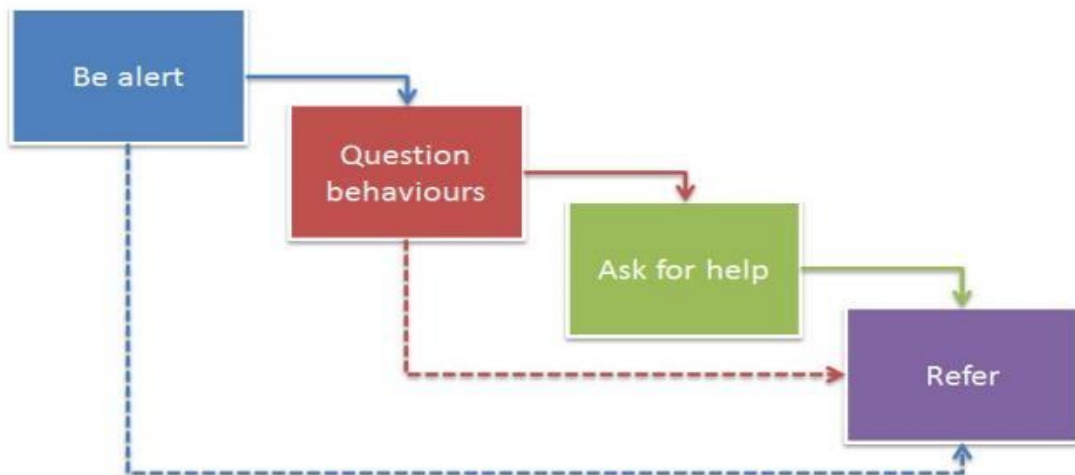
- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.

7. Recognising Indicators of Abuse and Neglect

- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020.
- Assunnah Primary and Early Years School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

For further information, see Appendix 1.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



What to do if you are worried a child is being abused' 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

8. Child Protection Procedures

- Asuunah Primary and Early Years that some children have additional or complex needs and may require access to intensive or specialist services to support them.

- Asuunah Primary and Early Years adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Asuunah Primary and Early Years recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with Haringey LA guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Haringey's Safeguarding Team service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Haringey's Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey LA.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Haringey's Safeguarding Team. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Haringey's Safeguarding Team if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

9. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded on the school safeguarding system **MyConcern** and passed without delay to the DSL. A body map will be completed if injuries have been observed.
 - If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

- Records will be completed on **MyConcern** as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. **If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.**
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- **In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.**

10. Multi-Agency Working

- Assunnah Primary and Early Years recognises and is committed to its responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Assunnah Primary and Early Years recognises the importance of multi-agency working and is committed to working alongside partner **agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. Such as, participation** in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

11. Confidentiality and Information Sharing

- recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Head teacher or DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

11.1.1 Assunnah Primary and Early Years recognises an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail.

12. Complaints

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the school website.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found on the shared staff drive.

13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) and 2021 which covers safeguarding information for all staff.
 - School leaders, including the DSL will read the entire document.
 - School leaders and all members of staff who work directly with children will access annex A within Keeping Children Safe in Education 2020 and 2021.
 - All members of staff have signed to confirm that they have read and understood KCSIE and this information is stored on the **single central record**
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the school internal safeguarding processes as part of their induction.
- All staff members will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates (at staff meetings) at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members will be made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies via input from training at staff meetings.
- The DSL and Head teacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

- Although the school has a nominated lead for the governing body all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school behaviour policy

- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct and Acceptable Use Policy.

15. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

16. Safer Recruitment

- Assunnah Primary and Early Years is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

- Assunnah Primary and Early Years will follow relevant guidance in KCSIE 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS);

- The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- Assunnah Primary and Early Years are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.

17. Allegations Against Members of Staff and Volunteers

- Assunnah Primary and Early Years recognises that it is possible for any member of staff, including volunteers, governors, contractors, and third party and visitors to behave in a way that:
 - Indicates they have harmed a child, or may have harmed a child;
 - Means they have committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at of Assunnah Primary will takes all concerns or allegations received seriously.
- Allegations should be referred immediately to the Head teacher who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Head teacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of the school Whistleblowing Policy It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- Assunnah Primary and Early Years has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

- If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

18. Safeguarding Children with Special Educational Needs and Disabilities

- Assunnah Primary and Early Years acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDco Jill Dougan to plan support as required.
- Assunnah Primary and Early Years will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

19. Peer on Peer Abuse

- All members of staff recognise that children are capable of abusing their peers. Assunnah Primary and Early Years believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- Assunnah Primary and Early Years recognises that peer on peer abuse can take many forms, including but not limited to:
 - bullying (including cyberbullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - sexting (also known as youth produced sexual imagery) ○ initiation/hazing type violence and rituals.
- Assunnah Primary and Early Years recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
 - We will follow the advice as set out in the non-statutory UKCIS guidance: ['Sexting in schools and colleges: responding to incidents and safeguarding young people'](#) and the local guidance.

- When responding to concerns relating to child on child sexual violence or harassment, school will follow guidance outlined in part five of KCSIE 2020 and '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)'.
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by: providing pastoral support, working with parents/carers, and in cases of sexual assault, informing Haringey's Safeguarding Team.

20. Gangs, County Lines, **Serious violence**, Crime and Exploitation

- Assunnah Primary and Early Years the impact of gangs, county lines, **serious violence**, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Children who go missing for periods of time or regularly come home late
 - Children who regularly miss school or education or do not take part in education
 - Change in friendships/relationships with others/groups
 - Children who associate with other young people involved in exploitation
 - Children who suffer from changes in emotional well-being
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries

21. **Mental Health**

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

22. Online Safety – also refer to APS Online Safety Policy

It is recognised by Assunnah Primary and Early Years that the use of technology presents challenges and risks to children and adults both inside and outside of school. Assunnah Primary and Early Years establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

- Assunnah Primary and Early Years entifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
 - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- Assunnah Primary and Early Years uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- Assunnah Primary and Early Years recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.
 - Further information reading the specific approaches relating to this can be found in our acceptable use and **Online safety policy** which can be found on the school website.
- Assunnah Primary and Early Years will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - If learners or staff discover unsuitable sites or material, they are required to turn off monitor, report the concern immediately to a member of staff, who report the URL of the site to technical support service M. Yussuf
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation. ◦ Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate. ◦ Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, [name of school] will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

□

- Assunnah Primary and Early Years acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
 - Learners internet use will be supervised by staff according to their age and ability.
 - Learners will be directed to use age appropriate online resources and tools by staff.

Assunnah and Early Years will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. DSLs and SLT may find it helpful to access UK Council for Internet Safety (UKCIS) '[Education for a Connected World Framework](#)' and DfE '[Teaching online safety in school](#)' guidance.

- Assunnah Primary and Early Years will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
 - providing information on our school website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers or highlighting online safety at existing parent events.
- Assunnah Primary and Early Years will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home in response to a full or partial closure:

- Assunnah Primary and Early Years will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers or agreed systems e.g. Class Dojo
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our code of conduct and Acceptable Use Policies
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Policy
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

□

- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

23. Curriculum and Staying Safe

- Assunnah Primary and Early Years ensure that children are taught about safeguarding, including online safety as well RSE/PSHE as part of providing a broad and balanced curriculum.
 - We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.

- Assunnah Primary and Early Years is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

24. The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Head Teacher and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, an application to use premises will be refused.

25. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light..
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site..
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

26. Local Support

- All members of staff in are Assunnah Primary and Early Years made aware of local support available.

Haringey's Multi-Agency Safeguarding Hub (MASH).

- Monday to Thursday 8:45 am to 5:00pm;
Friday 8:45 am to 4:45 pm
020 8489 4470
- Out of office hours, including weekends:
020 8489 0000
- **Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999**
 - **Contact details for Online Safety in the Education Safeguarding Service**

- **Contact details for the LADO**
Shauna McAllister shauna.mcallister@haringey.gov.uk
- **Integrated Children's Services**
 - Haringey's Safeguarding Team
 -
- Met Police**
 - 101 or 999 if there is an immediate risk of harm
- **Haringey Safeguarding Children Multi-Agency Partnership (Haringey LA)**
 - **Adult**
- Safeguarding**
 - Adult Social Care

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger □
Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2020 in Annex A and C.

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-proceduralinformation

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are □ Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/online-safety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix D

CMS Initial Child Protection Log

CONFIDENTIAL

This form should be completed and returned immediately to the Designated Person with responsibility for child protection in the school.

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.

SECTION 1

Name of person completing this form _____

Date _____ **Time** _____

Place _____

Name of other person(s) present during disclosure _____

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.)

