POLICY

Safeguarding&

Child protection

SEPTEMBER 2024

Review 2027

Assunnah Primary School

565A High Road | London | N17 6SB

T: 0208 350 0592

E: admin@assunnahschool.co.uk
W: www.assunnahschool.co.uk

School Manager: Mohamed Yusuf
Head Teacher: Hodan Yussuf

CONTENTS

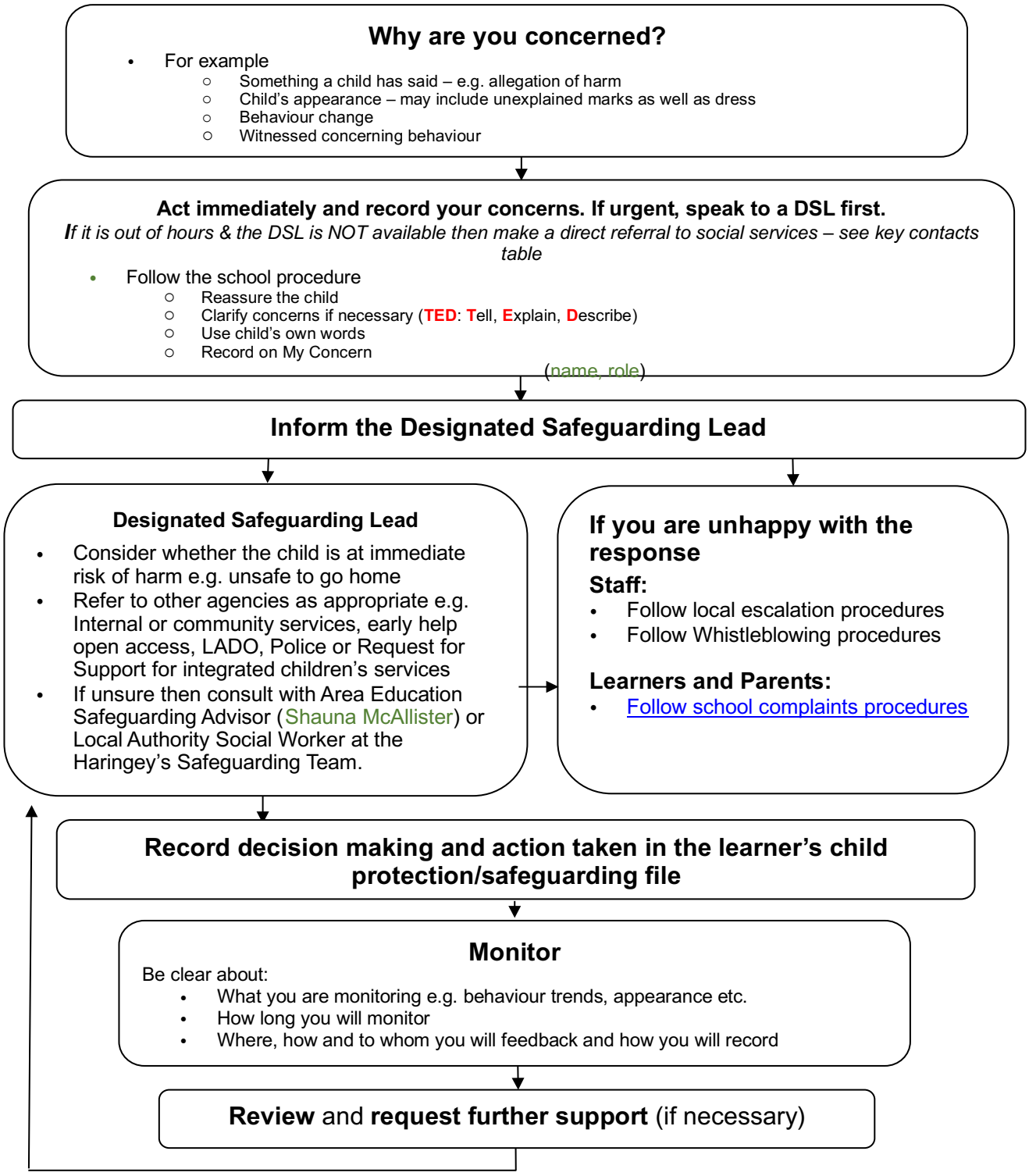
1. Key Contacts 4
2. What to do if you have a welfare concern in Assunnah School 5
3. Introduction and Ethos 5
4. Legislation and guidance 7
5. Human Rights, Equalities and Public Sector Equality Duty 7
6. Related Safeguarding Policies 9
7. Definitions of safeguarding 9
8. Informing staff and others of safeguarding policy 10
9. Roles and Responsibilities ..... **Error! Bookmark not defined.**
10. Recognising Indicators of abuse and neglect 12
11. Child protection procedures – taking action 14
12. Notifying parents and carers of child protection concerns 16
13. Confidentiality information sharing and record keeping 16
14. Multi-Agency Working 17
15. Staff Induction, Awareness and Training 17
16. Safer Working Practice 18
17. Staff Supervision and Support 18
18. Online safety 19
19. Remote Learning 20
20. Safeguarding Children with Special Educational Needs and Disabilities or Health Issues 20
21. Mental health and children requiring mental health support 21
22. Children in need of a social worker (Child in Need and Child Protection Plans) 21
23. Looked after children, previously looked after children and care leavers 21
24. Children that go missing from education (CME) 22
25. Child-on-Child Abuse 22
26. Children who are lesbian, gay, bi, or trans (LGBT) ..... **Error! Bookmark not defined.**
27. Gangs, County Lines, Serious violence, Crime and Exploitation 23
28. Female genital mutilation (FGM) 23
29. Preventing radicalisation 23
30. Use of reasonable force 23
31. Curriculum – Opportunities to Teach Safeguarding 24
32. Alternative provision ..... **Error! Bookmark not defined.**
33. Elective home education 24
34. Private fostering and host families 24
35. Safer Recruitment 25
36. Concerns and allegations against members of staff and adults in the school 25

37. Whistle blowing 26
38. The use of premises by other organisations 27
39. Site security and arrangements for visitors 27
40. Complaints 27
Appendix 1: Categories & Indicators of Abuse and Neglect 29
Appendix 2: Specific safeguarding issues (KCSIE Annex B) 30
Appendix 3: Allegations of abuse made against staff 40
Appendix 4: Sources of Support and Advice 44
Appendix 5: Forms to use for Safeguarding Reports 45

1. Key Contacts

Post	Postholder	Contact details
Headteacher and DSL Lead	Hodan Yussuf	02083500592 hodan.y@assunnahschool.co.uk
School Manager and Deputy onsite Safeguarding Lead (DDSL)	Mohamed Yusuf	02083500592 myusuf@assunnahschool.co.uk
Manal and on-site Safeguarding Lead (DDSL) Early Years Lead Site	Manal Mohamed	02088087388 Manal.m@assunnahschool.co.uk
Local Authority Designated Officer (LADO)	Finola Owens	Finola Owens LADO Manager 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.gov.uk

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



At all 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. Introduction and Ethos

- **The purpose of this policy is:**
  - To protect the safety, welfare and well-being of the pupils on roll at our school

- To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
- To ensure staff are aware of their statutory safeguarding duties and responsibilities
- To ensure staff are well-equipped and confident to recognise and report child protection concerns
- To promote an open and listening culture where everyone can voice concerns in the knowledge they will be believe, helped and supported.

- **Our core safeguarding principles are:**
  - **Promotion**
    - making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school
  - **Prevention**
    - positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and 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 that 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 Primary and Early Years School 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 and other adults 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 children's best interests 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 always recognises the importance of safeguarding and the promotion of children's welfare. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment 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.
- Assunnah Primary and Early Years expect that if any community member has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to social services – see contact details at the start of this policy.
- This policy is implemented following our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2022.

4. Legislation and guidance

- 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 2022, 2023 , 2024 (KCSIE)
    - Working Together to Safeguard Children 2018 (last updated 1 July 2022) (WTSC)
    - Ofsted: Education Inspection Framework' 2019 (revised June 2021)
    - Framework for the Assessment of Children in Need and their Families 2000)
    - Early Years and Foundation Stage Framework (EYFS) September 2021
    - The Education (Independent School Standards) Regulations 2014
    - The Non-Maintained Special Schools (England) Regulations 2015
    - Multi-agency statutory guidance on female genital mutilation (July 2020)
- 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.
- Other legislation this policy is based on:

Legislation	**What it covers**
School Staffing (England) Regulations 2009	• Lists what must be recorded on the single central record • The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	• Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	• Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
Rehabilitation of Offenders Act 1974	• Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	• Defines what 'regulated activity' is in relation to children

5. Human Rights, Equalities and Public Sector Equality Duty

- Assunnah Primary and Early Years is aware of its obligations under the Human Rights Act 1998 (HRA), and Equality Act 2010 Including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorities that pupils may reside in.
- The senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
    - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
    - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
    - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
    - Protocol 1, Article 2: protects the right to education.

- The senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.
- The senior leaders will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their , race, disability, religion or belief, gender , pregnancy and maternity, or sexual orientation (protected characteristics

Related Safeguarding Policies

- This policy is one of an integrated suite of policies, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies as listed below:
    - Anti-Bullying
    - Attendance and punctuality
    - Positive Relationships Policy (Behaviour Policy)
    - Data protection
    - Health and Safety
    - Managing/dealing with allegations against staff
    - E - Safety policy
    - Child on-Child abuse policy, including sexual violence and sexual harassment and the school's anti-bullying strategy
    - Intimate care
    - Relationships and Sex Education (RSE)
    - Safer recruitment
    - Special educational needs policy
    - Code of Conduct
    - Staff disciplinary policy
    - Whistleblowing
    - Monitoring and Filtering Policy

6. Definitions of safeguarding

- In line with KCSIE 2022, 2023 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.
- Safeguarding is what we do to prevent children suffering or coming to harm.
- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.
- The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.
- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. *Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*
- KCSIE 2022 notes the use of the following widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'.

  At Assunnah School, we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term **'alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**', especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident we are prepared to use any term with which the individual child is most comfortable and on a case-by-case basis.

•

7. Informing staff and others of safeguarding policy

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. The policy is always available in the staff shared area of our Intranet, our school website, and (in hard copy) in the purple policy folders found in the staff rooms and Reception.
- Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy downloaded from the school website. Additionally, this and other policies are available from the school office on request.
- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally and via assemblies. The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

Headteacher

- The Headteacher will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's SLT are understood and followed by all staff. She is the Designated Safeguarding Lead.

Designated Safeguarding Leads (DSL)

- The school has appointed a member of the leadership team Mohamed Yusuf as the Designated Safeguarding Lead (DSL) as well as Manal Mohamed 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 Assunnah Primary and Early Years. 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. This is in line with full job description set out in KCSIE Annex C.
- 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. Job descriptions that align to KCSIE 2022 Annex C are in place for the DSL and deputy DSLs.
- The role of the DSL is to:
  - Hold the overall responsibility for child protection
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns. ○ Understand the views of children and encourage a culture of listening to children and taking account of their wishes
  - Take the lead for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.
  - Maintain a confidential recording system for safeguarding and child protection concerns ○ Ensuring child protection files are up-to-date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome
  - Ensuring information is shared as appropriate, including when a child transfers schools ○ Coordinate safeguarding action for individual children
  - When supporting children with a social worker, or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)

- Liaise with other agencies and professionals in line with KCSIE 2021 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.
- 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.
- Work with all staff (for example: teachers, support staff, pastoral leaders, SENCo, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety)
- Raising awareness of safeguarding and child protection systems with staff, pupils and parents.
- Ensure all staff access appropriate safeguarding training, including in online safety and other relevant specific issues and regular updates in line with the recommendations within KCSIE (2022)
- Providing support to staff as required.
- Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.
- Support/liaise with the 'case manager' for child protection issues which concern a member of staff.
- Liaise with the headteacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes the requirement for children to have an Appropriate Adult. Follow the Statutory guidance - PACE Code C 2019.

Members of Staff

- All members of staff have a responsibility to:
  - Provide a safe environment in which children can learn.
  - Be aware it can happen here and safeguarding is everyone's responsibility.
  - Build trusted relationships with children and young people that facilitates communication.
  - Actively promote welfare and safeguarding, including online safety, of pupils.
  - 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.
  - Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
  - Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
  - To exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
  - Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report.
  - Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
  - Understand the early help process and their role in it. ○ Understand the school's 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.

-
    - 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 and the importance of recording and information sharing.
    - Understand the wider definitions of chid-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 (and Annex A) and Annex B.
    - Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
    - Be aware of the school's child-on-child abuse policy, anti-bullying policy and the role they play in preventing and responding to child-on-child abuse.

Children and Young People

- Children and young people (learners) have a right to: ○ Feel safe, be listened to, know their concerns will be taken seriously, 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. **Parents and Carers**
- Parents/carers have a responsibility to:
    - Understand and adhere to the relevant school policies and procedures. ○ Talk to their children about safeguarding issues 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.
    - Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.

8. Recognising Indicators of abuse and neglect

All staff at Assunnah School are made aware of the definitions and indicators of abuse and neglect (see below), as identified by Working Together to Safeguard Children (2018; updated 1 July 2022) and Keeping Children Safe in Education (KCSIE) 2022 and (KCSIE) 2023

- **All** staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Assunnah School recognises 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

The school recognises that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

For further information see Appendix 1 of this policy and Appendix 7 for links to advice and support.

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes (but not limited to):
    - Child abduction and community safety Homelessness

Honour based abuse (so called)

- Children with family members in prison
- Mental health
- Children Missing Education (CME)
- Modern slavery & the National Referral
- Child missing from home or care Mechanism
- Child Sexual Exploitation (CSE)
- Online safety
- Child Criminal Exploitation (CCE)
- Child-on-child abuse (including cyberbullying,
- County Lines racial, prejudicial and discriminatory bullying)

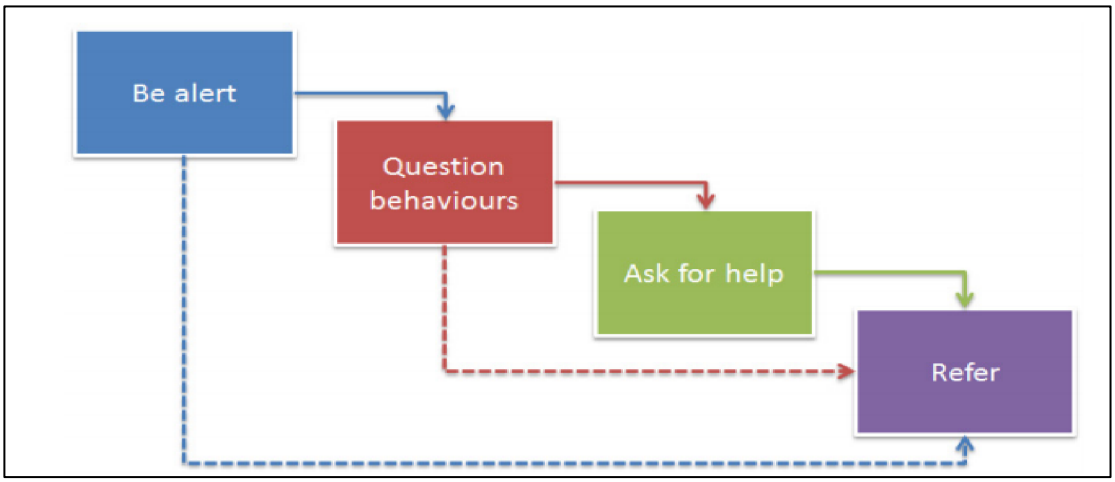
Cybercrime ○ Preventing radicalisation and extremism

Domestic abuse

- Relationship abuse

- Faith based abuse
- Serious Violence
- Female Genital Mutilation (FGM)
- Sexual Violence and Sexual Harassment
- Forced marriage
- Upskirting
- Gangs and youth violence
- produced sexual imagery, nudes/semi○
- Gender based abuse and violence against nudes ("Sexting") women and girls

- Additional information on these safeguarding issues and information on other safeguarding issues is included in KCSIE Annex B and Appendix 2 of this policy.
- 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.
- **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- 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.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being abused' DfE 2015)

- 

- Parental behaviours' 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 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 or 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.
- **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.**

9. Child protection procedures – taking action

- Assunnah School 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/
- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identity or have a worry about a child protection issue. The actions staff and other adults should take if there are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).
- All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Assunnah School and Early Years recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Action if a child is in immediate danger or suffering harm or likely to suffer harm

- As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.
  The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on MyConcern as soon as soon as possible after the alert to the DSL.
- The DSL, along with the relevant Deputy DSLs will review the case and decide on the next steps. 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.

- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During your phone call 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.gov.uk.
- Any member of staff/adult making a **direct** referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

Action if a concern about a child is not in immediate danger or risk,

- Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern on MyConcern. The DSL will ensure that there is continuous monitoring of MyConcern throughout the day so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

Staff should follow this approach:

- Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure the child that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.
- Stay calm and do not show that you are shocked or upset. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass this information on and what will happen next.
- If possible, make a handwritten record as the child speaks. If this is not possible, make record as soon as possible afterwards on MyConcern.
- Speak to a DSL or deputy DSL immediately if the child is in **immediate risk** or **has been harmed** as noted above.
- Under no circumstances should the staff member undertake any investigation into the concern.
- Any allegations about staff must be reported directly to the headteacher, or in their absence, a deputy headteacher, unless the allegation is against the headteacher in which case the chair of governors should be informed. See later section.

Action if a concern about a child has been identified

- 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).

Making a record of a concern or disclosure

- Any child protection concerns should be entered into MyConcern. Each recording should contain as much detail as possible and should include the actual words used by a pupil.

Early Help Assessments

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.

-
- If the DSL views that an early help assessment is appropriate, they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as require. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.
- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

10. Notifying parents and carers of child protection concerns

- Parents/carers will be informed of child protection concerns 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. Such discussions will be undertaken by the DSL or deputy DSL, although this may be delegated to another member of staff who is part of the welfare team, and maybe already working in with the family.
- The DSL will liaise with Harringay safeguarding team, before making a decision not to inform parents/carers of a child protection concern.
- 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 normally be notified in the case of allegations of abuse made against other pupils, unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

11. Confidentiality information sharing and record keeping

Confidentiality

- 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.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Headteacher (and DDSL and members of the safeguarding Team) will share information about a child on a 'need to know' basis to help maintain confidentiality.
- Confidentiality is also addressed in this policy with respect to record-keeping below and allegations of abuse against staff in the section below. **Information Sharing**
- Assunnah School and Early Years 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 2022.
- The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.
- Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
    - their disclosure will be taken seriously, and it is **not** creating a problem
      their disclosure will only be shared with relevant staff
    - staff will be sensitive to their feelings and concerns
    - their wishes will be heard
    - they will be kept informed of actions and support.
- 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. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

- Assunnah School and Early Years has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements.
- DfE Guidance on Information Sharing (July 2018) provides further detail. The 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information • If staff are in any doubt about sharing information, they should speak to the DSL (or deputies).

12 Record keeping

- A body map will be completed if injuries have been observed. This is completed on My Concern.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- 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 (an DDSLs). Safeguarding records are shared with staff on a 'need to know' basis only.
- Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.
- 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.

12. Multi-Agency Working

- Assunnah School and Early Years recognises and is committed to its responsibility to work within the Haringey LA multiagency safeguarding arrangements. The leadership team and DSL and DDSLs will work to establish strong and cooperative local relationships with professionals in the safeguarding partners and other agencies and sources of support in line with statutory guidance.
- The school recognises the importance of multi-agency and partnership working and is committed to working alongside all 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.

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' (2022) (or for at the discretion of the Governing Body Annex A instead) which covers safeguarding information for all staff.
    - School leaders, including the DSL will read the entire KCSIE document.

      School leaders and all members of staff who work directly with children will also be expected to read Annex B within Keeping Children Safe in Education 2022. ○ All members of staff have signed to confirm that they have read and understood KCSIE Part One (or Annex A) and Annex B. A record of this is kept on MyConcern
- **All** staff are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular to ensure they are fully aware of current practice. This includes:

- Safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse
- Positive relationships Policy (behaviour policy)
- Safeguarding response to children who go missing from education ○ Code of conduct
- Role of the designated safeguarding lead

- The school aims to keep the profile and importance of safeguarding high. All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection taking will take place annually including online safety training. In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This includes training in Prevent, mental health, child-on-child abuse and domestic violence.
- All staff will receive regular safeguarding and child protection updates, to provide them with relevant skills and knowledge to safeguard children effectively. These updates will be delivered via our weekly Friday morning briefings, emails and other meetings.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.
- All staff members (including volunteers, agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff code of conduct and E-Safety policy.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies via the Friday morning briefings.
- The DSL and Headteacher will provide regular reports 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 safeguarding 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 code of conduct.
- 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/online safety guidance.

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) 2021.

16. Online safety

- It is recognised by Assunnah School that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:
    - The E - safety policy
    - Remote learning policy

- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:
    - **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.
    - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff including our Computing lead and our commissioned IT support partners.
- Assunnah School uses a wide range of technology. This includes (amend as appropriate) computers, laptops, tablets, the internet, Google Classroom, 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 School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2022 and EYFS 2021 has appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our E – safety policy.
- Assunnah School 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: Insert details of your procedure e.g. turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.
    - 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, Assunnah Primary 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
    - Governors and leaders will check regularly on the effectiveness of the filtering and monitoring systems
- Assunnah School 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 will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- 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 School 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.

  Assunnah School and Early Years will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
  - **Providing an annual E- Safety parent workshop**
  - **Ensuing regular letters and newsletter items highlight online risks**

- 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 child-on-child abuse 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.

17. Remote Learning

- Assuunah Primary School 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 agreed systems such as Teams and Class Dojo **.**
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school code of conduct and E - safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.
- 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.
- 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. Parents /carers will be informed who from the **school** their child is going to be interacting with online and who they contact in case they need help and/or support.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

18. Safeguarding Children with Special Educational Needs and Disabilities or Health Issues

- Assunnah Primary School acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns, such as bullying and exploitation.
- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- 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. Details of support and provision can be found in the school's SEND policy and annual report.
- Our SENCo is also a DDSL and works closely with the DSL to ensure theses points are addressed and monitored. Both attend our regular welfare team meetings and the safeguarding needs of individual SEND children are discussed.

19. Mental health and children requiring mental health support

- 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 made aware of how children's experiences, can impact on their mental health, behaviour and education. Staff will be given training in mental health issues and how to recognise when child's mental health may be at risk.
- 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. Staff are expected to be vigilant at all times and if they 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.
- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying.
- The school has in place a range of ways to support children's mental health both within and beyond the school. This includes routes to escalate and clear referral and accountability systems. These issues are discussed at our regular welfare team meetings.

20. Children in need of a social worker (Child in Need and Child Protection Plans)

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child' safety, well-being, welfare and educational outcomes.

21. Looked after children, previously looked after children and care leavers

- Assunnah Primary School will ensure that our staff have the skills, knowledge and understanding to keep lookedafter and previously looked-after children safe.
- The DSL has details of a child's social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The school has appointed a designated teacher, Maria Slavoski, who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher

will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes (from June 2021) a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

- The DSL and designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including the appointment of a Personal Adviser, and will liaise with them should any issues occur.

22. Children that go missing from education (CME)

- Persistent absence or children that go missing from education can act as a vital warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.
- The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

23. Child-on-Child Abuse

- All members of staff at Assunnah School recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.

- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach: ○ that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
  - the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. ○ that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
  - that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

- In line with KCSIE 2022 the school recognises that child-on-child abuse is likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying) ○ sexual violence ○ sexual harassment ○ upskirting
  - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Paragraph 35 fully details the types and forms of child-on-child abuse can take that staff should be aware of can be found in Appendix 5 of this policy.

- When responding to concerns relating to child-on-child sexual violence or harassment, school will follow the procedures set out in Appendix 5 of this policy. This follows the guidance outlined in KCSIE 2022 Part 5.
- The school recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow its protocol which follows the following advice DfE Searching Screening and Confiscation Advice (updated July 2022) and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings.

24. Gangs, County Lines, Serious violence, Crime and Exploitation

- Assunnah School recognises the impact of gangs, county lines, serious violence, crime and sexual 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 (see further information in Appendix 2):
    - 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.

25. Female genital mutilation (FGM)

- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police.
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher or member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of18, the teacher/member of staff **must** report this to the police. See Appendix B for further details of this so-called 'honour'-based abuse and forced marriage.

26. Preventing radicalisation

- Children are vulnerable to extremist ideology and radicalisation Schools have a duty to prevent pupils from being drawn into terrorism. Appendix 2 sets more details for staff on preventing radicalisation.
- The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.
- The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations.
- The DSL will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually. This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such a monitoring and filtering internet use.

27. Use of reasonable force

- The school has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact and use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of

actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

- The school's policy follows DfE guidance Use of reasonable force in schools, and includes: ○ response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,
    - duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
    - positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

28. Curriculum – Opportunities to Teach Safeguarding

- We recognise that schools play 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. This is a crucial part of preventative education.
- The school has in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
- The school's approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The school makes use of published guidance to develop and deliver this provision, including for RSE, PSHE, and teaching online safety.
- 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.
- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.
- The school has implemented the mandatory DfE Relationships, Sex and Health Education curriculum. The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our RSE policy.
- Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

. .

29. Elective home education

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA *(requirement to notify LA on removal from roll)*.

30. Private fostering and host families

- Private fostering is defined as when someone who is not a parent or a 'close relative' (eg. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.
- If the school makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in Annex D of KCSIE.

31. Safer Recruitment

- Assunnah School is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third-party staff) who are safe to work with our learners and staff.
- Assunnah School will follow the guidance in Keeping Children Safe in Education 2022 (Part Three '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 at least one of the persons who conducts an interview has completed safer recruitment training.
- Assunnah School 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 expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.
- The full policy is provided in a separate policy and Appendix 3 of this policy.

32. Concerns and allegations against members of staff and adults in the school

- Assunnah School recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third party staff (including supply teachers), visitors and contractors, 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 takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing - see section below.
- Allegations should be referred immediately to the Headteacher/ 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 Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

- The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2022, we have policy and procedures in place that covers:
    - Allegations that may meet the harms threshold ○ Concerns that do not meet the harm threshold
    - behaved in a way that has harmed a child, or may have harmed a child and/or ○ possibly committed a criminal offence against or related to a child, and/or

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Duty to refer to the Disclosure and Barring Service

- Assunnah School has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
  - engaged in relevant conduct in relation to children and/or adults,
  - satisfied the harm test in relation to children and/or vulnerable adults; or
  - been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.
- 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. **Duty to consider referral to the Teaching Regulation Agency**
- If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will **be** given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.
- The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

33. Whistle blowing

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrong-doing covered by this 'public interest disclosure' includes: ○ someone's health and safety is in danger; ○ damage to the environment ○ a criminal offence (eg fraud) ○ not obeying the law; ○ covering up wrong-doing ○ misusing public funds
  - actions that negatively affect the welfare of children

  All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. "If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy"
- The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools Whistleblowing procedure for maintained schools - GOV.UK (www.gov.uk) and Whistleblowing Whistleblowing for employees - GOV.UK (www.gov.uk).
- Staff should raise concerns with ○ Line Manger
  - Specified person (or governor) in school such as the headteacheror DSL ○ Local Authority
  - Union or Professional Association
- Staff can also 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.

34. The use of premises by other organisations

- Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.
- Where services or activities are provided separately by another body using the school premises, the Headteacher 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.
    - put in place arrangements for the organisation to liaise with the school on safeguarding matters o include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.

These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

35. Site security and arrangements for visitors

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within in paragraphs 281-286 of KCSIE 2021. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors who will be working independently, such as supply teachers, will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. They are expected to follow these school arrangements.
- The headteacher will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted.
- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).
- 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.

36. 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 one the website and in our policy folders in the staff rooms.

41. 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 or Appendix 5 or this policy. Policy Monitoring and Review

- This policy will be reviewed 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. Staff will be informed of any changes made.
- The DSL and deputy DSLs meet at least fortnightly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Our welfare team meets fortnightly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by staff.

- The Headteacher will provide regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- The governing body understands its responsibilities and duties as set out in KCSIE 2022 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety. In addition to the regular reports you safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/r surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.

Appendix 1: Categories & Indicators of Abuse and Neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 by 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.

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 from 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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

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, for example, 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: Specific safeguarding issues (KCSIE Annex B)

This text is taken from Annex B of KCSIE (updated for KCSIE 2022) which contains further important additional information about specific forms of abuse and safeguarding issues.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.
In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional 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
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

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) should be aware of contact details and referral routes into 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 anti-social 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 local authority 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 the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See

Every Mind Matters for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism145 is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation146 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism147 is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who

might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard148 to the need to prevent people from being drawn into terrorism".149 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the

Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

Serious Violence

There are a number of indicators, which may signal 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 and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery. A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly

or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to cooperate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions: If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**150 that requires a different approach (see below).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. 151 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Appendix 3: Allegations of abuse made against staff

ALLEGATIONS & THE L.A. DESIGNATED OFFICERS (LADOs)

- All Local Authorities have a statutory role of Local Authority Designated Officer (LADO) / Designated Officer or team of officers.
- The LADO Team is responsible for coordinating the response to concerns that any person aged 16+ who works with children may have caused them harm.

Report concerns about a professional working in Haringey:
Phone: 020 8489 2968
Email: lado@haringey.gov.uk

Professional responsibilities

School is committed to:

- Inform children & their families how they can raise concerns when a Person in a Position of Trust has harmed a child
- Let staff know that they have a statutory duty to raise concerns if they suspect a child has been harmed by someone in a position of trust or has not declared a relevant concern in their personal life
- Have clear Allegations procedures and a senior appointed person responsible for managing allegations against staff & volunteers in setting
- Make LADO referrals within 24h of being notified of concerns.

What's an allegation?

An allegation refers to where any member of staff or volunteer is suspected of / reported to have behaved in a way that has or may have harmed a child; has or may have committed a criminal offence against or related to a child; behaved towards a child or children in a way that indicates that they 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. Note the LADO thresholds relate to simple harm (not significant harm).

Most allegations against staff or volunteers relate to their behaviour in the workplace towards children & young people. However, some allegations may relate to **concerns in professionals' personal life** as these may have bearing on professionals' suitability to work with children or may indicate a transferable risk. Concerns in personal life include but are not limited to:

- Concerns raised about the wellbeing of their own children
- Accusations of perpetration of domestic abuse, coercion and control
- Violent / sexual offences against adults
- Drug / weapons offences

Staff must report any such concerns arising in their personal lives without delay to the Headteacher, so that a risk assessment can be undertaken, and concerns can be discussed with LADO.

REPORTING CONCERNS IN SCHOOL

- It is a statutory duty to refer to LADO if you believe a person in a position of trust may have harmed a child, or that any of the below thresholds are met.
- Allegations procedures must be applied to all staff or volunteer (aged 16+) working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff, including supply staff, visitors and contractors.
- All allegations within schools must be referred to the Headteacher / Principal in the first instance and without delay.
- In the event of allegations of abuse being made against the Headteacher, allegations should be reported to the chair of governors of an independent school who will case manage the allegation. If in doubt, any member of staff can discuss their concerns with the LADO.

The role of the Headteacher / Allegations caseholder

- The Headteacher must consult the Local Authority Designated Officer (LADO) within 24 hours of school becoming aware / being notified of a concern, to agree further action to be taken in respect of the child and staff member and to determine whether the concern meets LADO thresholds (above).
- The London Child Protection Procedures clarifies that the **LADO should always be consulted to determine whether a concern meets threshold** – i.e., whether it should be treated as an allegation or a concern.
- Although information should be gathered by the case manager / Headteacher in order to make a LADO referral, care must be taken not to investigate prior to LADO ensuring that Police do not intend to investigate the case.
- A discussion about whether any safeguards need to be put in place during the course of the LADO process can be discussed at point of referral.
- The member of staff against whom the allegation is made should be notified that an allegation has been made unless it would place another at an increased risk of harm. The detail of the allegation and the source of the allegation should not be disclosed without LADO and police agreement.
- The child and their parents/carers should be informed about the concern and support should be provided.
- LADO will support the caseholder (usually the Headteacher or Principal) throughout the LADO case.

LADO Thresholds

One or more thresholds may apply:

- HARM Threshold
  Behaved in a way that has, or may have, harmed a child (under 18s)

- CRIMINAL Threshold
  Possibly committed a criminal offence against or in relation to a child (under 18s)

- RISK / TRANSFERABLE RISK Threshold
  Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

- SUITABILITY Threshold
  Behaved in a way that indicates that they might be unsuitable to work with children

Statutory process

- As the LADO fulfils a statutory process under Civil Law, the burden of proof is 'On Balance of Probabilities'. This differs from Criminal Law's 'beyond a reasonable doubt'.
- In some cases, the police process will work alongside the LADO process. Where a police investigation is likely to be ongoing, a LADO outcome can be agreed by the professional network provided there is sufficient information to agree a LADO outcome on the balance of probabilities.
- Regardless of whether police progress in a case does not impact continuance via LADO.
- Disciplinary action may need to be put on hold pending LADO outcome.

REFERRAL TO LADO

- If LADO thresholds are / may be met, LADO must be notified, and a LADO referral completed.
- If concerns fall below the thresholds, LADO will offer a consultation.

Confidentiality

- Allegations should always be reported directly to the named Senior individual responsible for managing allegations in setting.

- Allegations should remain highly confidential as they can have significant repercussions on career and reputation.

Managing risk pending outcome

- Employers must consider how to keep both staff and children safe pending the outcomes of any investigations.
- Options can involve one or several of the following: risk assessment; moving to another site in the same role; remain in post with supervision in the presence of children; and/or withdrawing from current role.
- Some allegations will be so serious that they require immediate suspension (with pay) pending LADO / police outcome. Suspension should be used as a last resort.
- LADO may give a view on suspension, but this decision lies with the Employer.

LADO PROCESS

- Once a LADO referral is received, LADO will refer to the Child Abuse Investigation Team (CAIT) police if there is any possibility of a criminal offence relating to or against children.
- Children, young people, and their families should be notified of concerns in a sensitive manner, and offered appropriate support. They should be advised about the referral to LADO and whether police have been notified.
- Employers/supervisory authorities should advise individuals that an allegation has been made against them and that it has been referred to LADO, as per statutory requirements. The details of the allegation and who made the allegation will not usually be shared at this time.
- This can provoke anxiety and can be stressful; employers should exercise their duty of care to support workers appropriately, and appoint a support person for the worker, provide details of Employee assistance programme and advise to contact unions.
- All parties are asked to refrain from discussing the allegation pending a LADO / Police outcome as this could represent a criminal offence.

ASV Meetings ○ An Allegations Against Staff & Volunteers (ASV) meeting will be scheduled to share information and concerns and agree a fair and proportionate way forward.

- ASV meetings are usually attended by the Employer/supervisory authority, the LADO, the child abuse investigation team at Police. Other relevant professionals in the network can be included.
- The individual of concern is not invited to this meeting, and nor is the child / family who was harmed.

Investigation

- An investigator will be appointed following the first Allegations Against Staff & Volunteers (ASV) meeting. ○ If police are involved, this will be a police investigation team DC.
- Otherwise, the Employer/supervisory authority will appoint an investigative officer.
- In some circumstances, an external investigator may be appointed.

LADO Outcomes

Following investigation, the LADO and other professionals will agree a LADO outcome for each allegation made:

- Substantiated – On balance of probabilities, there is evidence to suggest that the allegation is true.
- Unsubstantiated – On balance, there is insufficient evidence to prove or disprove the allegation; does not imply guilt or innocence.
- False – On balance, there is evidence to disprove. ○ Unfounded – On balance, there is no evidence or proper basis which supports the referral.
- Malicious – On balance, there is evidence to suggest a deliberate act to deceive and the allegation is false.

NEXT STEPS

DBS Barring Referral

- Employers are legally required to make a DBS barring referral if the allegation is substantiated/if individual is removed from regulated activity/where they would likely have been dismissed had they not first left/resigned.
- https://www.gov.uk/guidance/barring-referrals

Regulatory referrals

- Regulated professionals must be referred to their regulator following a substantiated outcome, or any conduct which violates their professional standards.

Disciplinary action

- Following the conclusion of LADO / Police action, Employers/supervisory authorities can proceed to disciplinary action, if required.

Guidance & statutory basis for these procedures:

- Haringey LADO Procedures
- London Child Protection Procedures
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2022

Appendix 4: Sources of support and advice

Links to sources of further advice and support for school staff, volunteers, governors and parents/carers.

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: Whistleblowing for employees - GOV.UK (www.gov.uk)
- DfE: The online tool Report child abuse to a local council - GOV.UK (www.gov.uk) Council directs to the relevant local children's social care contact number:
- NSPCC: Safeguarding children and child protection | NSPCC Learning
- What to do if you're worried a child is being abused – DfE advice

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

Personal, social and health education and Relationships and sex education

- DfE: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- DfE: Plan your relationships, sex and health curriculum - GOV.UK (www.gov.uk)
- DfE: Engaging parents with relationships education policy - GOV.UK (www.gov.uk)
- PSHE Association: Home | www.pshe-association.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.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse and FGM

- 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, child-on-child 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

Mental Health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- PHSE Rsie above resources and lesson plans: Mental wellbeing | Overview | PHE School Zone
- DfE: Mental health and behaviour in schools - GOV.UK (www.gov.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: Social media and online safety | NSPCC Learning
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' Education for a Connected World - GOV.UK (www.gov.uk)
- DfE '*Teaching online safety in school'* guidance**.** Teaching online safety in schools - GOV.UK (www.gov.uk)
- UK Council for Internet Safety (UKCIS): UK Council for Child Internet Safety (UKCCIS) **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 5

Low-Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with Assunnah Primary School staff code of conduct, including inappropriate conduct outside of work, **and**
- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO.

You should provide a concise record – including brief context in which the low-level concern arose, and chronological details, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

The record should be signed, timed and dated and returned to the Headteacher

Details of Concern

Name of staff member Team & Role

Date	Signed	Name

Appendix 6

Self-Disclosure Register				
Member of Staff	**Parent / Pupil**	**Type of contact**	**Date**	**Action if req'd**