

Islington Safeguarding Children Board

Child Protection Policy for Duncombe Primary School

September, 2018

**based on Keeping Children Safe in Education, 2018
DfE statutory guidance**

ISCB wishes to acknowledge the work of Kent and Hampshire Local Safeguarding Children's Board (LSCBs) policies in the development of this policy.



Duncombe Primary School Child Protection Policy

Key Safeguarding Contacts:

The Designated Governor for safeguarding and child protection is: **Akbabur Rahman**

The Designated Safeguarding Lead (DSL) for child protection is: **Barrie O'Shea**

The Deputy Designated Safeguarding Leads are: **Teresa Maskell, Kirstie Stroud, Jackie Doherty**

The Designated Teacher for children looked after/previously looked after (CLA) is: **Teresa Maskell**

The Designated Manager for Allegations against Staff and Volunteers is **Barrie O'Shea**

This policy was reviewed and adopted by the Governing Body on: **November 2018**. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before **November 2019**

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents

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What to do if you have a welfare concern in Duncombe Primary School

Why are you concerned?

For example

- Disclosure
- Child's appearance – unexplained marks and bruises, clothes, hygiene
- Change in behaviour, presentation, attendance, progress and attainment
- Behaviour which causes concern, indicates risk/vulnerability

Immediately record your concerns

Follow the school's procedure and report on My Concern. (Paper concern forms available for non staff members. Available from the school office).

- If responding to a disclosure:
 - Reassure the child and clarify concerns if necessary e.g. ambiguous words and phrases
- Use child's own words and indicate any marks on body map charts, as appropriate

Inform the Designated Safeguarding Lead – Barrie O'Shea and Deputy Safeguarding Leads, Teresa Maskell, Kirstie Stroud, Jackie Doherty

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to ISCB Threshold document and procedures to support consideration: www.iscb.org.uk
- Refer to other agencies as appropriate e.g. Children's Services Contact Team (CSCT) LADO, Police.
- If unsure then consult with CSCT, without giving child's details (0207 527 7400)

If you are unhappy with the response

Staff:

- Follow school Whistleblowing Procedures available on the school website <http://duncombepimary.co.uk/our-school/school-policies>

Pupils and Parents:

- Follow ISCB Escalation policy and procedures
- Follow school complaints procedures available on the school website <http://duncombepimary.co.uk/our-school/school-policies>

Record decision making and action taken in the child's safeguarding/child protection file. Set up new file if this is the first concern.

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
- How long you will monitor for?
- How you will record and to whom you will feedback and when?

Review and Re-refer (if necessary)

At all stages the child's circumstances will be kept under review.
The DSL/staff will re-refer if required to ensure the **child/young person's ongoing safeguarding and welfare needs are addressed.**

1. Introduction and Ethos

“Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All school and college staff have a responsibility to provide a safe environment in which children can learn.”¹

- a. Duncombe Primary School recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.
- b. Duncombe Primary School recognises that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.
- c. Our school core safeguarding principles are:
 - That schools are an important part of the wider safeguarding system for children.
 - It is a whole school responsibility to safeguard and promote the welfare of children
 - All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
 - All children have a right to be heard and to have their wishes and feelings taken into account
 - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
 - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the London Child Protection Procedures, 2018.

2. Definitions

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety.”²

Within this document:

- **Safeguarding:** Working Together to Safeguard Children, 2018 defines safeguarding as:
 - Protecting children from maltreatment;
 - Preventing impairment of children's health or development;
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best life chances.

¹ Keeping Children Safe in Education (DfE, 2018)

² Inspecting safeguarding in early years, education and skills, Ofsted, September 2016.

- **Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.
- **Child** refers to all young people who have not yet reached their 18 birthday or Children Looked After and SEND young people who have not yet reached their 25th birthday. On the whole, this will apply to pupils of our school; the policy will also extend to visiting children and students from other establishments
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.
- **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

3. Context

- a. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. In addition, Section 175 (Section 157 for academies and independent schools) of the Education Act, 2002 requires governing bodies of maintained schools and further education colleges (including sixth form colleges) to ensure they safeguard and promote the welfare of children who are either pupils at the school or who are students under 18 years of age attending the further education institution.

This includes:

- Working Together to Safeguard Children (DfE 2018) (WTSC)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- DfE guidance Keeping Children Safe in Education (KCSIE) Part One - information for all school and college staff and APPENDIX 1(DfE, September 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf
- London Safeguarding Children Procedures, March, 2018 <http://www.londoncp.co.uk/>
- Children and Social Work Act 2017
- Early Years and Foundation Stage Framework, 2017 (EYFS)
https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016)
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>

- b. All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body **will not** receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

c. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

- **Behaviour Management, linked to the use of physical intervention**
- Anti-Bullying (including cyberbullying) if not included in Behaviour Policy
- Acceptable Use Policy
- Code of Conduct Policy
- Two Year Old Nappy Changing Policy
- **Children Missing Education (Local Authority Policy)**
- Data Protection (including GDPR) and Information Sharing
- Sex and Relationships Education
- Complaints Policy
- Health and Safety including Risk Assessments (e.g. school trips, use of technology) and First Aid and Medical Conditions
- Safer Recruitment (Local Authority Policy)
- Whistle-Blowing

Those highlighted in bold are mandatory requirements.
(Also see Part 1, Annex A and Annex C, KCSIE, 2018).

d. All staff and volunteers at Duncombe Primary School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.

e. Supporting Guidance (to be read and followed alongside this document)

- Information Sharing Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- What to do if you're Worried a Child is being Abused
[What to do if you're worried a child is being abused - Publications - GOV.UK](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, 2015
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- Mental Health & Behaviour in Schools [Mental health and behaviour in schools - Publications - GOV.UK](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)
- Teachers Standards 2012 <https://www.gov.uk/government/publications/teachers-standards>
- Safeguarding Disabled Children – Practice Guidance - DOH, 2009
<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

f. These documents are available on the school website: <http://duncombprimary.co.uk/our-school/school-policies>

4. Key Responsibilities

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community, have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must have access to this policy and follow the school's procedures and guidance at all times.

The Governing Body, Headteacher and Leadership Team will ensure that the DSL is properly supported in this role at in relation to the availability of appropriate time, support and resources.

a. The Governing Body

- i. The Governing Body holds overall responsibility for the child protection and safeguarding functions of Duncombe Primary School and will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Islington Safeguarding Children Board (ISCB), including local protocols for assessment and the ISCB's threshold document.
- ii. Our school has a nominated governor for safeguarding, named on the front of this document. They take the lead role in ensuring that the school has an effective safeguarding and child protection policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. The governing body have read and will follow KCSIE 2018.
- iii. A member of the governing body is nominated to be responsible for liaising with Islington Council's Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher. This name of this governor is Akababur Rahman.
- iv. The Governing Body is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Governing Body will seek advice from and work in partnership appropriately with Islington Council in fulfilling its safeguarding and child protection responsibilities.
- v. Governors are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. As governance is not a regulated activity, they do not need a barred list check, unless, in addition to their governance duties, they also engage in regulated activity.
- vi. The Designated Safeguarding Governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead regarding child protection issues. This is a strategic role rather than operational – they will not be involved in concerns about individual pupils.
- vii. Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Headteacher.

b. Responsibilities of the Headteacher

The Headteacher is responsible for ensuring that:

- this child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff
- case holding staff are able to take part in strategy discussions/meetings, initial and review child protection conferences, core group and Team around the Child Meetings and other inter-agency meetings which contribute to the assessment of children including writing reports for conferences
- all concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy. We recognise that it is not the responsibility of children to raise concerns
- sufficient resources and time are available to enable the Designated Safeguarding Lead (DSL) to carry out their duties
- there are robust systems in place to cover for the DSL's planned and unplanned absences from the school, including having Deputy Designated Safeguarding Leads who have the role added to their job descriptions.

c. Designated Safeguarding Lead (DSL)

- i. The school has appointed a member of the leadership team, Barrie O'Shea as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- ii. The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by Islington Safeguarding Children Board in line with guidance set out in Competence Still Matters, 2014. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods e.g. e-Bulletins, conferences, local meetings, other training etc. at regular intervals, at least annually, to keep up with any developments relevant to their role.
- iii. During term time the Designated Safeguarding Lead (or a deputy) will always be available (during normal school or college hours) for staff in school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, in *exceptional circumstances* availability via phone and or Skype or other such mediums is acceptable.
- iv. The school has identified additional staff to deputise for the DSL. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- v. The Designated Safeguarding Lead will:
 - act as the central contact point for all staff to discuss any safeguarding concerns
 - hold up-to-date details for Children's Social Care referral and advice teams most likely to be contacted based on the school's pupil population. In Islington, this team is called Children's Services Contact Team.
 - The online tool 'Report child abuse to local council' directs to the relevant local children's social care contact number. <https://www.gov.uk/report-child-abuse-to-local-council>
 - maintain a confidential recording system for safeguarding and child protection concerns
 - coordinate safeguarding action for individual children
 - have the details of the social workers and the name of the virtual school head in the authority that looks after the child (working closely with the Designated Teacher for CLA) for all children who are looked after or have previously been looked after.
 - liaise and co-operate with other agencies and professionals in line with WTSC, 2018.
 - ensure that locally established procedures are followed and making referrals to other agencies, including Children's Social Care (CSC) and targeted early help services.
 - represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
 - manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
 - ensure the ongoing support and development of deputy DSLs
 - ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE, 2018.

d. Staff and volunteers

- i. Due to their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children. ***It is not the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL as a matter of priority or, in his/her absence, to the nominated deputy DSL.

- ii. All members of staff have a responsibility to:
 - provide a safe environment in which children can learn
 - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning
 - identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
 - take appropriate action to prevent safeguarding concerns escalating, working with other services/agencies as appropriate
 - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
 - respond to and refer any concerns about children or other members of the community in accordance with this policy
 - maintain an attitude of ‘it could happen here’ where safeguarding is concerned and to always act in the best interests of the child
 - safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties

- iii. All staff and volunteers in Duncombe Primary School take individual responsibility for knowing what to do if a child tells them he/she is being abused or neglected. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

- iv. The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil’s welfare MUST always be reported to the Designated Safeguarding Lead(s) as soon as possible.

e. Children and Young People

Children and young people will:

- Contribute to the development of school safeguarding and child protection policies
- Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

f. Parents and Carers

- i. Parents/carers have a responsibility to:
 - Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
 - Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
 - Identify changes in behaviour which could indicate that their child is at risk of harm online
 - Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
 - Contribute to the development of the schools safeguarding policies

- ii. A statement in the school prospectus will inform parents and carers about our school’s duties and responsibilities under child protection and safeguarding procedures.

- iii. Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website: <http://duncombeprimary.co.uk/our-school/school-policies>.

5. Recognition and Types of Abuse and Neglect

- a. All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
- Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- b. The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' (2018) and 'What to do if you are worried a child is being abused' (2015).
- c. All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- d. Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
- e. Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.
- f. The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- g. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

6. Safeguarding and Child Protection Procedures

- a. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused. Duncombe Primary School adheres to the London Safeguarding Children Procedures (Online, April, 2018). The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCB website www.islingtonscb.org.uk
- b. All action is taken in accordance with the following guidance;
- London Child Protection Procedures (2018)
 - Keeping Children Safe in Education (DfE, 2018)
 - Working Together to Safeguard Children (DfE, 2018)

- Information Sharing advice for safeguarding practitioners (2018)
 - What to do if you are Worried About a Child Being Abused' (2015)
 - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
 - ISCB Threshold Document (2015)
 - ISCB Child Neglect Toolkit (2015)
 - ISCB Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings (2018)
 - The Assessment Framework for Children in Need and their Families (2000)
- c. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.
- d. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart 'What to do if you are worried about a child/young person' on page 3.
- e. The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the Children's Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale. All referrals will be made using the local authority's referral process (KCSIE 9:2018) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.
- f. All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.
- g. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
- h. 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, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of KCSIE, 2018 for further details.
- i. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case so that they can reassure themselves the child is safe and their welfare is being considered. If after following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that person to seek further direct consultation from the head teacher or safeguarding governor.
- j. If after a referral to CSC a child's situation does not appear to be improving, the DSL (or the person who made the referral) will request reconsideration to ensure that the referral concerns have been addressed and, most importantly, that the child's situation has improved. Professional disagreements (escalation) will be responded to in line with the ISCB procedures and DSLs may request support via the Principal Officer: Safeguarding in Education (POSIE).

- k. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.
- l. These procedures apply to all staff working/volunteering in the school and will be covered in training to enable everyone understands their role and responsibility. The prime concern at all stages must be the interests and safety of the child. **Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.**
- m. All staff are aware that children with disabilities, special needs language delay and/or where English is not their first language may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

7. Early Help

- a. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- b. All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- c. If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family to initiate an Early Help Assessment or request targeted family support, e.g. Families First or IFIT. The DSL will keep all Early Help cases under constant review and will give consideration to making a child in need or child protection referral if the situation doesn't appear to be improving for the child.

8. Consent

- a. In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to CSC, parents will be informed unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation.

9. Record Keeping

- a. Staff will record any welfare concern that they have about a child on My Concern. Records will be completed as soon as possible after the disclosure/incident/event, using the child's words where appropriate, and will be signed and dated by the member of staff concerned.

- b. All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- c. Safeguarding Incidents are stored on My Concern, (electronically).
- d. Safeguarding and child protection records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding and child protection records are shared with staff on a 'need to know' basis only.
- e. All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2018. These will be given to the new DSL and a receipt of delivery will be obtained. Further information can be found in ISCB Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings, June, 2018

10. Confidentiality and Information Sharing

Duncombe Primary School recognises that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

- a. All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.
- b. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 3.
- c. If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the POSIE to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.
- d. DfE Guidance on Information Sharing (July, 2018) provides further detail.
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

11. Inter-agency Working

- a. Duncombe Primary School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- b. Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

- c. Duncombe Primary School recognises the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- d. The School Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

12. Complaints

- a. The school has a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns. This is available on the school website: <http://duncombeprimary.co.uk/our-school/school-policies>
- b. 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 Complaints Policy. This is available on the school website: <http://duncombeprimary.co.uk/our-school/school-policies>

13. Staff Induction, Awareness and Training

- a. All members of staff have been provided with a copy of part one of “Keeping Children Safe in Education” (2018) which provides an overview of safeguarding duties and responsibilities. School leaders will read the entire document. School leaders and all members of staff who work directly with children should also read Annex A as part of Keeping Children Safe in Education 2018 and must sign to confirm that they have read and understood Part One and Annex A. A record of this is kept in the school files.
- b. The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted in the school’s internal safeguarding procedures and communication lines. As a minimum, this will include
 - the child protection policy
 - the behaviour policy
 - the staff behaviour policy (sometimes called a code of conduct)
 - the safeguarding response to children who go missing from education; and
 - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- c. All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
 - Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
 - Respond appropriately to safeguarding issues and take action in line with this policy
 - Record concerns in line with the school policies
 - Refer concerns to the DSL and be able to seek support external to the school if required
- d. All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- e. All staff members (including temporary staff) will receive regular safeguarding and child protection updates (e.g. e-Bulletins, staff meetings or briefings, other training etc.), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- f. All staff members (including temporary staff) will also be made aware of the school's expectations regarding safe and professional practice via the Code of Conduct policy and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- g. The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. All staff are therefore able to contribute to and shape safeguarding arrangements and the safeguarding policy (e.g. frequent safeguarding scenarios discussed in briefing meetings, involvement of staff groups when reviewing policy). Other safeguarding policies, for example the school Code of Conduct and Acceptable Use Policy, are also sent to staff for their feedback before ratification by the Governing Body.
- h. The DSL will maintain an up to date register of who has received safeguarding and child protection training, including Prevent and will provide an annual update to the Governing Body as part of the annual safeguarding report.
- i. Although the school has a nominated lead for the governing body, Akbabur Rahman, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safe Working Practice

- a. All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.
- b. Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations.
- c. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- d. Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.
- e. Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be accessed here:
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- f. Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People.

15. Staff Supervision and Support

- a. The Senior Leadership Team (SLT) aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role

- b. Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.
- c. 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. All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss general safeguarding concerns. However, their induction should be clear that safeguarding and child protection concerns should be brought to the DSL’s attention, as soon as possible.
- d. The school will provide appropriate supervision/1:1 support for all members of staff to ensure that:
 - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - all staff have regular reviews of their own practice to ensure they improve over time.
 - case holding staff have a space to discuss and reflect upon their work and progress with particular children and young people.
- e. 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 or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 4.
- f. **Early Years and Foundation Stage Provision:**
The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

16. Safer Recruitment

- a. Duncombe Primary School is committed to recruiting staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.
- b. The school has a written *Safer Recruitment Policy* and procedures in place to prevent people who pose a risk of harm from working with children, in line with statutory guidance, by ensuring:
 - at least one person on any interview panel has completed safer recruitment training and interviews include a question related to safeguarding practice
 - all applicants complete an application form, gaps in education and employment are explored and appropriate pre-appointment checks are carried out, e.g. references and DBS checks
 - proportionate decisions on whether to ask for any checks beyond what is required are made by the chair of the interview panel
 - all volunteers are appropriately recruited and supervised
- c. Duncombe Primary School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and meets statutory requirements.
- d. The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with statutory requirements.
- e. We advise all staff and volunteers to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

17. Allegations Against Members of Staff and Volunteers

- a. Duncombe Primary School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. **Such allegations should be referred immediately to the Head Teacher** in line with KCSIE (para 38:2018) 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 then staff are advised that allegations should be reported to the Chair of Governors or directly to the LADO.
- b. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- c. All staff and volunteers are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff and volunteers can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally on 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk
- d. Duncombe Primary School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Human Resources Service.
- e. For specific guidance on how to respond to allegations against staff, please refer to Complaints Policy and Whistle Blowing Policy which can be accessed on the school website: <http://duncombepimary.co.uk/our-school/school-policies>. When in doubt – consult.

18. Children in Specific Circumstances

- a. Peer on Peer Abuse (Allegations of abuse made against other children)
 - i. All members of staff at Duncombe Primary School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
 - ii. Duncombe Primary School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 6, above and in accordance with ISCB procedures.
 - iii. Duncombe Primary School will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Islington Police, ChildLine etc.). Further information can be found in other policies including PSHE and Sex and Relationships Education.
 - iv. Duncombe Primary School is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

- v. The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance.
- vi. Further information about the school’s response to specific allegations of abuse against pupils can be located in the following policies – behaviour and anti-bullying. This is available on our school website: <http://duncombeprimary.co.uk/our-school/school-policies>
- vii. Pupils who have been experienced peer on peer abuse will be supported by:
 - Being offered an immediate opportunity to discuss the experience with a member of staff of their choice
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- viii. Duncombe Primary School is aware of and will follow the ISCB procedures (www.iscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.
- ix. Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children’s specialist services) as appropriate

b. Safeguarding Children with Special Educational Needs and Disabilities

- i. Duncombe Primary School acknowledges that children with special educational needs and disabilities can face additional safeguarding challenges
- ii. Our school understands that children with special educational needs and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
 - Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability rather than abuse or neglect
 - Speech, language and communication needs which may make it difficult to tell others what is happening.
- iii. Duncombe Primary School will ensure that children with special educational needs and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

c. Online Safety

- i. Duncombe Primary School recognises that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. The DSL and leadership team have read annex C regarding Online Safety within KCSIE, 2018.
- ii. Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and deputy DSLs, when developing curriculum approaches or making technical decisions. However, the DSL retains overall responsibility for online safeguarding within the school.

- iii. Duncombe Primary School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- iv. Duncombe Primary School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2018 and EYFS 2017 and have appropriate policies in place that are shared and understood by all members of the school community.

Further information reading the specific approaches relating to this can be found in the Acceptable Use Policy and the Code of Conduct Policy which can be found on the school website.

- v. Duncombe Primary School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.
- vi. Duncombe Primary School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Detailed information about the school's response to online safety can be found in the school's Acceptable Use Policy which can be found on the school website.

d. Curriculum and Staying Safe

- i. Our school recognises our 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.
- ii. Duncombe Primary School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.
- iii. Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), Circle Time and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), stranger danger, road safety and online safety.
- iv. Systems have been established to support the empowerment of children to talk to a range of staff so that pupils at Duncombe Primary School will be listened to, heard and their concerns taken seriously and acted upon as appropriate. Specific systems outside of expected day to day classroom interaction and support will include: This might include:
 - School Council
 - Playground Friends (Friendship Bench)
 - Bubble Time
 - Buddy and peer-mentoring systems
 - Philosophy for Children

- PSHE events
- Topic Weeks
- Pupil surveys
- Specific Anti Bullying Policy (cross reference here)
- Learning Mentor focus groups
- Support from CAMHS

19. The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved, then an application to use premises will be refused.

20. Security

- a. All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- b. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school within our policy Volunteer Policy. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- c. The school will not accept the behaviour of any individual (parent or professional) who threatens school security or causes 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.

21. Monitoring and Review

- a. All school staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.
- b. This policy has been written in October 2018 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- c. The policy forms part of our school development plan and will be reviewed annually.
- d. All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- e. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

22. Local Support

Islington Children's Services Contact Team

Telephone: 020 7527 7400 (office hours) or 0207 7226 0992 (out of office hours)
csctreferrals@islington.gov.uk

Islington LADO

Telephone: 0207 527 8101
Email: lad0@islington.gov.uk

Islington Police

101 (or 999 if there is an immediate risk of harm)

Islington Safeguarding Children Board (ISCB)

iscb@islington.gov.uk

Islington Family Information Service

Telephone: 0207 527 5959
<http://www.islington.gov.uk/fis>

Islington Family Directory

<http://directory.islington.gov.uk/kb5/islington/directory/service.page>

Appendix 1: Categories of Abuse

1. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
2. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of KCSIE, 2018 and staff who have direct contact with pupils should also read annex A.
3. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see KCSIE, para50:2018).

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school 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 child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

4. **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.

5. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

- Unwillingness or inability to play
 - Excessive need for approval, attention and affection
6. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Missing from home, nursery/school/college, medical appointments including frequent lateness
- 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

(Also See Annex A of Keeping Children Safe in Education 2018)

I. Children Missing Education

- i. Duncombe Primary School recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Duncombe Primary School is aware that a child going missing from education is a potential indicator of abuse or neglect.
- ii. Duncombe Primary School has a procedure in place for responding to unauthorised absence and responding to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Islington's procedures are followed for this.

II. Child Sexual Exploitation (CSE)

- i. All Duncombe Primary School staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- ii. 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'
- iii. Duncombe Primary School identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
- iv. All staff and volunteers at Duncombe Primary School recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

III. 'Honour based' violence

- i. Staff and volunteers at Duncombe Primary School are aware that so called 'Honour-based' violence (HBV) encompasses a range of 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.

- ii. The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.
- iii. The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes: "FGM The Facts":
www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf "FGM an Overview:"
<http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>
- iv. All members of staff will follow the school and ISCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
- v. **Female Genital Mutilation (FGM) mandatory reporting duty**
 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve 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. Summary of the FGM mandatory reporting duty

7. Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmfu@fco.gov.uk

8. Radicalisation

- i. Duncombe Primary School recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.
- ii. Duncombe Primary School will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.
- iii. Every member of staff at Duncombe Primary School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Duncombe Primary School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: Sexual violence and sexual harassment between children in schools and colleges

Peer on Peer Abuse

1. Context

- a. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- b. 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 as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
- c. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

2. Policy

- a. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.
- b. We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2018)³
- c. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- d. We will minimise the risk of peer on peer abuse by: -
 - i. **Prevention:**
 - Taking a whole school approach to safeguarding & child protection
 - Providing training to staff
 - Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
 - Engaging with specialist support and interventions.
 - ii. **Responding to reports of sexual violence and sexual harassment:**
 - Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
 - If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.

³ KCSiE (DfE 2018)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2018)

- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care.

iii. Risk Assessment: -

- Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider;
 - The victim, especially their protection and support.
 - The alleged perpetrator, their support needs and any discipline action.
 - All other children at the school.
 - The victim and the alleged perpetrator sharing classes and space at school.
 - The risk assessment will be recorded and kept under review.
 - Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

iv. DSL considerations and response

- The DSL will consider: -
 - The wishes of the victim.
 - The nature of the incident including whether a crime has been committed and the harm caused.
 - The ages of the children involved.
 - The developmental stages of the children.
 - Whether there is a power imbalance between the children/young people.
 - Any previous incidents.
 - Ongoing risks.
 - Other related issues or wider context.

Options: The DSL will then consider the following options: -

- Manage internally
- Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

v. Ongoing Response:

- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.
- Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children & adults) will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

3. Physical Abuse

- While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.
- These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.
- The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Appendix 5: National Support Organisations

Support for staff

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

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk

- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation

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



Concerns regarding a child attending Duncombe Primary School

Staff log concerns on My Concern system. Visitors use this paper form and hand in to DSL.

Child.....Class.....

Date:	Other Persons Present:
Concern:	Action Agreed / Taken:

Recorded by

Date.....

Reviewed October 2018