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SAFEGUARDING AND CHILD PROTECTION POLICY

Approved by: PPC Committee
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Date: Autumn 2019

Review Date: Yearly

DESIGNATED CHILD PROTECTION OFFICER – CAROL GRAY
DEPUTY CHILD PROTECTION OFFICER – EMMA BENWELL
NOMINATED GOVERNOR FOR SAFEGUARDING – JULIA LOIZOU

SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people and the Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2016, the governors and all staff at All Saints School recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. All Saints School is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously, listens to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

Legislative framework

- Department for Education Statutory Guidance 'Keeping Children Safe in Education'. September 2016.
- Children Act 1989 and 2004
- Working together to Safeguard Children 2015
- London Child Protection Procedures 2013
- The Prevent Duty
- Children Missing from Education
- Child sexual exploitation

3. ROLES AND RESPONSIBILITIES

The Governing Body ensures that the school:

The attached document reflects the content of information all school staff should be made familiar with, as part of regular safeguarding and child protection training:

- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by designated person
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

THE SAFEGUARDING/CHILD PROTECTION GOVERNOR MUST CHECK:

- That every member of staff has read part 1 and Annex A of KCSiE and signed the declaration to that effect.
- That staff have had regular safeguarding and child protection training and are receiving any necessary updates.
- That volunteer risk assessments have been completed.
- The Single Central Record (SCR) is up to date each term, and sign and date it.
- That the school has at least 2 contact numbers for each child.
- That all Section 128 checks have been done.
- The name of the DSL and Deputy DSL is displayed clearly in every classroom and outside the school office, as well as, the National Society for the Prevention of Cruelty to Children (NSPCC) whistleblowing helpline number, 0800 028 0285.

4. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The governors will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard;
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know;
- All staff should have access to appropriate and regular training;
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

5. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Tri Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
 - To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
 - To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
 - To ensure that staff are aware of referral systems for early help within the school.
 - To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
 - To ensure the school is represented at Child Protection Case Conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
 - To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
 - To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
 - To support and advise staff on child protection issues generally;
 - To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;
 - To maintain accurate and secure child protection records and send on to new schools (where relevant).
- Staff are up to date with local safeguarding risks, including CSE, CCE, County Lines Prevent, honour based violence and forced marriage.

6. RESPONSIBILITIES OF SCHOOL STAFF

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
 - Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015;
 - Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate;
 - Be aware of the relevant local procedures and guidelines;
 - Monitor and report as required on the welfare, attendance and progress of all pupils;
 - Keep clear, dated, factual and confidential records of child protection concerns;
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

7. APPOINTMENT OF STAFF

When appointing staff, Governors will take account of the guidance issued by the Local Authority & LDDBS Human Resources Section and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school.

8. ALLEGATIONS AGAINST STAFF

- a. Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the designated teacher, Headteacher and notification/consultation with the Local Authority Designated Officer (LADO).
- c. Where an allegation is made about the Headteacher the Chair of Governors will be informed and the LADO will be notified by the Chair of Governors.

9. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct. The use of control and physical restraint is a last resort and should only be considered in exceptional circumstances to keep the child/young person safe and /or those around them safe and will only be undertaken by staff trained to do so. A record will be made and parents informed. Staff will not communicate with pupils via social media.

10. STAFF TRAINING AND SUPPORT

- a. Governors recognise the importance of child protection training for Designated Safeguarding Lead and for all other school staff who have contact with children. The designated Governor for Child Protection will have specific training in their role, available from the Local Authority.
- b. Governors expect the Head/Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.

- c. The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

11. CURRICULUM

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.
- Developing ability to stay safe online (refer to DfE teaching online safety in schools 2019)

12. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

13. CONFIDENTIALITY

Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

14. RECORD KEEPING AND REPORTS

- a. Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b. Governors further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

15. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

Governors expect the Head to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

16. COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. The governors expect parents and pupils to be informed that the school has a Child Protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.
- b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

c. **MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.**

The governors require the Head and/or Designated Safeguarding Lead to report to them annually on the effectiveness of the school's Child Protection Policy and on associated issues in the school over the preceding year.

17. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This Child Protection Policy should be read in conjunction with other relevant school policies such as Behaviour and discipline, Anti-bullying and use of restraint, and Equality policies.

Definitions and Indicators of Abuse - Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health and/or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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); and access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. A child may be missing education.

Physical Indicators of Neglect

(Many indicators listed in the physical abuse section can also indicate neglect.)

- Abandonment;
- Lack of shelter;
- Unattended medical and dental needs;
- Consistent lack of supervision;
- Ingestion of cleaning fluids, medicines, etc.;
- Consistent hunger;
- Nutritional deficiencies;
- Inappropriate dress for weather conditions;
- Poor hygiene;
- Persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders); Developmental delays (e.g. language, weight);
- Irregular or non-attendance at school or child care;

- Not registered in school;
- Not attending school;
- Underweight and is very small for their age; and
- If they are regularly left alone, or given responsibility for younger brothers or sisters.

Behavioural Indicators of Neglect

- Depression;
- Poor impulse control;
- Demands constant attention and affection lack of parental participation and interest delinquency;
- Misuse of alcohol/drugs;
- Regularly displays fatigue or listlessness, falls asleep in class steals food, or begs for food
- Reports that no carer or parent is at home;
- Frequently absent or late;
- Self-destructive;
- Drops out of school (adolescent);
- Takes over adult caring role (of parent);
- Lacks trust in others, unpredictable; and
- Plans only for the moment.

Physical Abuse

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substances, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse.

Physical Indicators of Physical Abuse

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly;
- Untreated or inadequately treated injuries;
- Injuries to parts of the body where accidents are unlikely
- Bruising which looks like hand or finger marks or have the shape of an object
E.g. Cigarette burns, human bites Scalds and burns;
- Presence of several injuries (3+) that are in various stages of healing repeated injuries or accidents over a period of time;
- Injuries not consistent with the child's age and development; and
- Bald patches on child's head where hair may have been torn out injuries where the child's and parents account of how they happened differ.

Behavioural Indicators of Physical Abuse

- Child is sad, withdrawn or depressed;
- Has trouble sleeping;
- Behaves aggressively or is disruptive;
- Shows fear of certain adults;
- Has a lack of confidence and low self-esteem;
- Uses drugs or alcohol;
- Attempts to run away and reluctance of going home
- Stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt;
- Describes self as bad and deserving to be punished;
- Cannot recall how injuries occurred, or offers an inconsistent explanation;
- Wary of adults;
- Often absent from school/child care;
- May flinch if touched unexpectedly;

- Displays indiscriminate affection-seeking behaviour;
- Abusive behaviour and language in play;
- Overly compliant and/or eager to please;
- Poor sleeping patterns, fear of the dark, frequent nightmares;
- Cries frequently;
- Poor memory and concentration; and
- Suicide attempts

Female Genital Mutilation (FGM)

FGM is illegal in the UK and it is also an offence to take a female child out of the UK to undergo FGM or to arrange for a female child to undergo FGM both in the UK and abroad.

Indicators that a girl has undergone FGM:

- Has difficulty walking, sitting or standing;
- Has noticeable behaviour changes;
- Requests to be excused from PE/Sport;
- Confiding in a professional that FGM has taken place:
- Requesting help to manage any of the complications associated with FGM;
- Spending longer than normal in the toilet due to difficulties urinating;
- Frequent UTIs;
- Recent onset of signs of emotional and psychological trauma e.g. withdrawal, anger;
- Reluctance to undergo normal medical examinations.

Factors suggesting a girl is at risk of FGM aged 0-15 years old;

- Withdrawn from PSHE by parents;
- Parent or female child states the girl will be taken out of the country for an extended holiday;
- Mother had FGM;
- Confiding in a professional about a 'special procedure' or 'special holiday' or 'ceremony'
- Requesting help from a teacher or other professional to avoid FGM;
- Older sister had FGM; and
- Talks about a long holiday to country of origin or a country where the practice is prevalent.

Action on FGM

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting duty commenced in October 2015. Teachers must 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 still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities (Child Sexual Exploitation, CSE or Criminal Child Exploitation, CCE) including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision

Physical Indicators of Sexual Abuse

- Pain, itching, bruising or bleeding in the mouth or genital or anal areas;
- Genital discharge or urinary tract infections;
- Stomach pains or discomfort walking or sitting;
- Sexually transmitted infections;
- Fatigue due to sleep disturbances;
- Sudden weight change;
- Cuts or sores made by the child on the arm (self-mutilation);
- Recurring physical ailments;
- Difficulty in walking or sitting;
- Torn, stained or bloody underwear; and
- Pregnancy

Behavioural Indicators of Sexual Abuse in a younger child:

- Sad, cries often, unduly anxious poor concentration;
- Inserts objects into the vagina or rectum;
- Change or loss of appetite;
- Sleep disturbances, nightmares;
- Excessively dependent;
- Fear of home or a specific place;
- Excessive fear of men or women;
- Lacks trust in others;
- Age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts);
- Age-inappropriate sexual language;
- Age-inappropriate, sexually explicit drawings and/or descriptions;
- Bizarre, sophisticated or unusual sexual knowledge;
- Reverts to bedwetting/soiling;
- Dramatic behavioural changes, sudden non-participation in activities;
- Poor peer relationships, self-image;
- Overall poor self-care;
- Absence from school; and
- Child talks of receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.

In an older child:

- Sudden lack of interest in friends or activities;
- Fearful or startled response to touching;
- Overwhelming interest in sexual activities;
- Hostility toward authority figures;
- Fire setting;
- Need for constant companionship;
- Regressive communication patterns (e.g. speaking childishly);
- Academic difficulties or performance suddenly deteriorates;
- Truancy and/or running away from home;
- Wears provocative clothing or wears layers of clothing to hide bruises (e.g. keeps jacket on in class);
- Recurrent physical complaints that are without physiological basis (e.g. abdominal pains, headache, nausea
 - Lacks trust in others;
 - Unable to "have fun" with others;
 - Suicide attempts;
 - Drug/alcohol misuse;
 - Poor personal hygiene;
 - Promiscuity; and
 - Sexual acting out in a variety of ways

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Physical Indicators of Emotional Abuse

- Bedwetting and/or diarrhoea; and
- Frequent psychosomatic complaints, headaches, nausea, abdominal pains

Behavioural Indicators of Emotional Abuse

- Mental or emotional development lags;
- Behaviours inappropriate for age;
- Fear of failure, overly high standards, reluctance to play;
- Fears consequences of actions, often leading to lying;
- Extreme withdrawal or aggressiveness, mood swings;
- Overly compliant, too well-mannered;
- Excessive neatness and cleanliness;
- Extreme attention-seeking behaviours;
- Poor peer relationships;
- Severe depression, may be suicidal;
- Runaway attempts;

Indicators of Grooming Behaviour

Potential warning signs of grooming behaviour might include:

- A pupil receiving special attention or preferential treatment;
- Excessive time spent alone with a pupil outside of the classroom;
- Frequently spending time with a pupil in private or isolated areas;
- Transporting a pupil possibly to or from school;
- Making friends with a pupil's parents and visiting their home;
- Acting as a particular pupil's "listening ear";
- Giving small gifts, money, toys, cards, letters to a pupil;
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil
- Overly affectionate behaviour with a pupil;
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a pupil
- Other pupils are suspicious and make jokes or references

Peer on Peer Abuse

Children who abuse others, including those who sexually abuse/offend are likely to have considerable needs themselves and that they may pose a significant risk of harm to other children.

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences

Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

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

Upskirting is now a form of peer on peer abuse. This is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Serious Violent Crime

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions – possible indicators that children have been approached by/involved with individuals associated with criminal networks/gangs;
- Increased absence from school;
- Change in friendship/relationships with others/groups;
- Significant decline in performance;
- Signs of self-harm/significant change in well-being;
- Signs of assault/unexplained injuries;

Staff should report any suspicions directly to the DSL>

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing 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 professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group; and
- Increase in prejudice-related incidents committed by that person – these may include;
- Physical or verbal assault or provocative behaviour;
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others

SEND

We recognise additional barriers that exist when identifying the abuse of pupils with SEND. The school overcomes these barriers and supports pupils in keeping them safe. School will not assume that any changes in behaviour relate only to their special need or disability. The school will explore to ensure they are not facing additional safeguarding challenges.

If you become aware of the indicators of any of these types of abuse you should share your concerns with the DSL. It is not your job to decide if abuse is taking place. It is your duty to pass on concerns to the DSL.

