



INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

Head Teacher
Mrs Jodi Schajer NPQH PGCE BA Hons

IJDS SAFEGUARDING CHILDREN POLICY 2021-2022

Introduction

Nothing is more important than children's welfare. Children who need help and protection deserve the highest quality and effective support as soon as need is identified.

Practitioners in school have a duty to raise an identified concern and share information as soon as possible in order for this to take place. No individual has full knowledge of a child's circumstances and needs.

Whilst parents and carers have primary care for their children, educational practitioners, working with partner organisations and agencies, have specific duties to safeguard and promote the welfare of all children in the school.

All staff have a duty to provide a safe environment in which children can learn and all staff should be prepared to identify children who might benefit from early help; from foundation stage through to school leavers.

In IJDS the Designated Safeguarding Team is made up of;

Headteacher	Mrs Jodi Schajer	Lead
SENco	Mrs Stacey Sinclair	Deputy
Assistant Head	Lady Deborah Kestenbaum	
Learning Mentor	Mrs Jay Dor	

Aims

The school aims that appropriate action is taken in a timely manner, to safeguard and promote children's welfare.

All staff are aware of their statutory responsibilities with regards to safeguarding.

All staff are properly trained in recognising and reporting safeguarding issues.

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Principal Rabbi Eliezer Zobin M.A.

46 Green Lane, Hendon, London NW4 2AH Tel: 020 8203 2299 Email: office@ijds.co.uk Site: www.ijds.co.uk

Charity number 287148; Company number 7718480



Legislation and Statutory Guidance

This policy is based on the DfE statutory guidance; Keeping Children Safe in Education 2021 and Working Together to Safeguard Children 2018 along with the Governance Handbook. We comply with this guidance alongside that in Part 3 of Education Regulations 2014 and Section 175 of the Education Act 2002, which places a duty on academies to safeguard and promote the welfare of pupils at the school. We work closely with our 3 local safeguarding partners.

It is also based on The Children Act 2004 which provides a framework for the care and protection of children, Statutory Guidance on FGM as in the Serious Crime Act 2015, Safeguarding vulnerable groups; defining what regulated activity is, and statutory guidance on the Prevent Duty. The Childcare Disqualifications Regulation 2018 and Childcare Act 2006, set out who is disqualified from working with children and School Staffing Regulations 2009 which sets out what must be recorded on the single central record and the requirement for at least one person conducting interviews to be trained in safer recruitment.

This policy also meets the requirements relating to Safeguarding and Welfare in the Statutory Framework for the Early Years Foundation Stage and complies with our funding agreement and articles of association.

Definitions of Safeguarding

Safeguarding is;

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

Child Protection is part of this definition and refer to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Further details can be found in Appendix 1.

Neglect is a form of abuse and 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 or development. Further details can be found in Appendix 1.

Peer on peer abuse can take place by one or a group of children towards an individual or group of children, of any age or gender. Further details can be found in Appendix 1.

Sharing of nudes and semi-nudes (also known as sexting) is where children share nude or semi-nude images, video or live streams.

Children includes everyone under 18 years of age.

Our 3 safeguarding partners are Barnet Council, the Metropolitan Police and the North Central Clinical Commissioning Group. They work together to safeguard and promote the welfare of children , identifying and responding to their needs.

Equalities Statement

Some children have an increased risk of abuse and additional barriers can exist for some children with respect to recognising or disclosing abuse. We are committed to anti-discriminatory practice and recognise that children may come from diverse circumstances. We ensure that all children have the same protection, regardless of any barriers that they may face.

We give special consideration to children who;

- Have SEN or disabilities,
- Are young carers,
- Have English as an additional language
- Are known to be living in difficult situations, such as temporary accommodation or where there has been issues such as domestic abuse,
- Are at risk due to their own or their family member's mental health needs.
- May experience discrimination due to their race, ethnicity, gender identification or sexuality
- Are missing from education
- Are looked after children or have been in the care system
- Whose parents have expressed an intention to remove the child from school to home educate.

Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, and governors of the school and is consistent with the

procedures listed by our safeguarding partners. This policy also applies to ECA and any off-site activities.

All Staff

All staff will read and understand KCSIE part 1 and Annex A and Annex B. This will be reviewed at least annually. All staff will sign a declaration to say that they have received the guidance and safeguarding policy.

All staff will be aware of;

- This Safeguarding Children Policy
- Staff handbook including staff conduct and the role of the DSL
- Behaviour Policy of the school and the safeguarding response to children missing from education
- The Early Help Process, their role in it including identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment,
- The referral process to Local Authority and the role that they may be expected to play,
- What to do if they identify a safeguarding issue, maintaining an appropriate level of confidentiality while liaising with relevant professionals,
- The signs of different types of abuse and neglect, including, Child Sexual Exploitation, FGM, radicalisation, peer on peer abuse and child criminal exploitation,
- That children may be at risk from, or be involved in, serious violent crime and the associated risks involved and measures to manage this,
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

The DSL

The Designated Safeguarding Lead is a member of the senior leadership team. Our DSL is Mrs Jodi Schajer (Headteacher). The DSL takes the lead responsibility for child protection and wider safeguarding and can be contacted on jschajer@ijds.co.uk or through the school office on office@ijds.co.uk , telephone 020-8203-2299.

When the DSL is absent, the Deputies will act as cover.

These are:

Mrs Stacey Sinclair; SENDCo, senco@ijds.co.uk,

Lady Kestenbaum; Assistant Headteacher, assistanthead@ijds.co.uk

Mrs Jay Dor; Learning Mentor, jdor@ijds.co.uk

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters,
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so,
- Contribute to the assessment of children,
- Refer suspected cases, as appropriate, to the relevant body, eg Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or police, and to support staff who make such referrals directly.

The DSL will liaise with the Local Authority case managers and designated officers for child protection concerns as appropriate.

Governors

The Governing Body will facilitate a whole school approach to safeguarding, ensuring that safeguarding and children are at the forefront and underpin all relevant aspects of processes and policy development.

The Governing Body will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.

The Governing Body will appoint a link governor, to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person to the DSL and in IJDS is Mrs Tamar Berman; tberman@ijds.co.uk.

The Chair of Governors will act as the 'Case Manager' in the event that an allegation of abuse is made against the Headteacher.

All governors will read Keeping Children Safe in Education in its entirety.

The Headteacher

The Headteacher is responsible for the implementation of this policy including;

- Ensuring that all staff and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicate this policy to parents when their child joins the school and via the school website.

- Ensures the DSL has appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent.
- Ensure that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Act as the 'Case Manager' in the event that an allegation of abuse is made against another member of staff or volunteer.
- Within EYFS, ensure that relevant staffing ratios are met.
- Ensure that each child within EYFS is assigned a Key Person.

Confidentiality

Timely sharing of information is essential to effective safeguarding. Fears about sharing information must **not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The government's 'Information sharing advice for safeguarding practitioners', includes 7 'golden rules' for sharing information and will support staff who have to make the decision about sharing information.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Recognising Abuse and Taking Action

Staff, volunteers and governors, must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer from harm or is in immediate danger;

Make a referral to the children's social care and/or police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Inform Mrs Schajer, DSL, as soon as possible, if you make a referral directly.

If a child makes a disclosure to you;

If a child discloses a safeguarding issue to you, you should:

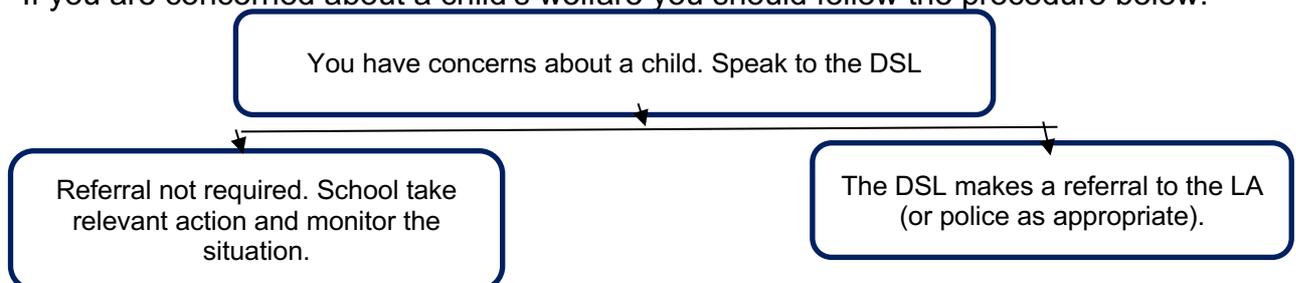
- Listen to and believe them. Allow them time to talk freely and do not ask them any leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child that they have done the right thing in telling you. Do **not** tell them that they should have told you sooner.
- Explain what will happen next and that you will have to pass the information on. Do **not** promise to keep it a secret.
- Write up your conversation as soon as possible, in the child's own words. Stick to the facts, do **not** put your own judgement on what you are writing.
- Sign and date the notes, pass it to the DSL. Alternatively, if appropriate, make a referral directly to the police or children's social care and tell the DSL as soon as possible that you have done so.

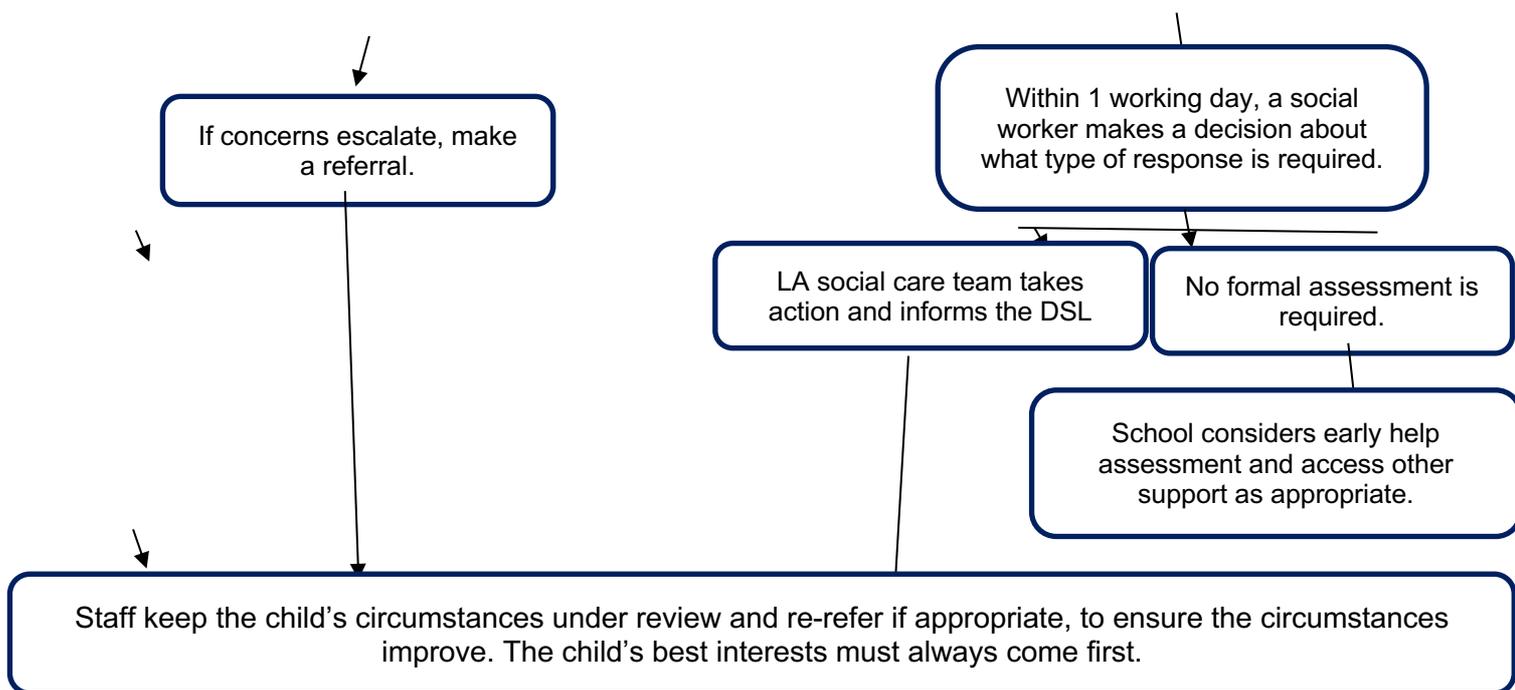
If you discover that Female Genital Mutilation (FGM) has taken place or a pupil is at risk of FGM

FGM is illegal in the UK and a form of child abuse with long-lasting and harmful consequences. **Any teacher** who discovers that an act of FGM appears to have been carried out on a pupil under 18 years old, must immediately report this to the police, personally. This is a statutory duty and teachers failing to do so will face disciplinary sanctions.

If you have concerns about a child (as opposed to believing that a child is suffering or likely to suffer from harm or in immediate danger)

If you are concerned about a child's welfare you should follow the procedure below.





If, in exceptional circumstances, the DSL is not available, this should not delay appropriate action being taken. You must speak to a Deputy DSL or member of SLT and/or take advice from the Local Authority Designated Officer on 0208-359-4528. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

If you make a referral to the LADO directly you must keep the DSL informed as soon as possible.

Early Help

If early help is appropriate, the DSL will liaise with other agencies and setting up an interagency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to the local authority if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to the LADO or the police the DSL will make the referral, or support you to do so.

The LADO will make a decision within 1 working day of a referral about what course of action to take and will let the referrer know the outcome. The DSL or referee must follow up with the LA if this information is not made available and ensure that the outcomes are properly recorded.

If, after the referral, the child's situation does not seem to be improving, the DSL or referrer, must follow escalation procedures to ensure that their concerns have been addressed and that the situation for the child improves.

Extremism

If a child is not suffering or likely to suffer harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the Local Authority.

The DfE also has a dedicated telephone helpline, 020-7340-7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can email; counter.extremism@education.gov.uk, not for emergency purposes.

In an emergency, call 999, or the confidential anti-terrorist hotline on 0800-789-321, if you think someone is in immediate danger, if you think someone may be planning to travel to join an extremist group, or if you see or hear something that may be terrorist – related.

Mental Health Concerns

Mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps mentioned earlier.

If you have a concern that is not a safeguarding concern, speak to the DSL to agree a course of action.

Concerns about a member of staff, supply teacher, contractor or a volunteer

If you have concerns about a member of staff, or a volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, you must speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors; chair@ijds.co.uk or the safeguarding governor; Mrs Tamar Berman tberman@ijds.co.uk.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff to the Headteacher, you must report directly to the LADO. Where appropriate the school will inform Ofsted of and allegations and the actions taken, within the limited time.

The Headteacher or governor will then follow the procedures as follows, if appropriate.

This applies in cases where it has been alleged that a current member of staff or volunteer has;

- behaved in a way that has harmed a child, or may have harmed a child, or
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way, that provides effective child protection while also supporting the individual who is the subject of the allegation. The procedures for dealing with the allegations will be applied with common sense and judgement.

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as;

- Redeployment within the school so that the individual does not have direct contact with the child concerned.
- Providing an assistant to be present when the individual has contact with children.
- Moving the child to a class where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been informed.
- Temporarily redeploying the individual to another role in a different location.

Definitions for outcomes of allegation investigations

- **Substantiated**: there is sufficient evidence to prove the allegation.
- **Malicious**; there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False**; there is sufficient evidence to disprove the allegation.
- **Unsubstantiated**; there is insufficient evidence to either prove or disprove the allegation. This does not imply guilt or innocence.
- **Unfounded**; to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedure or dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or Chair of Governors Mr Michael Paluch; chair@ijds.co.uk in the event that the Headteacher is the subject of the allegation) will take the following steps:

- Immediately discuss the allegation with the Local Authority Designated Officer. This is to consider the nature, content and context of the allegation and to agree a course of action; including whether further enquiries are necessary to enable a decision on how to best proceed and whether it is necessary to involve the police.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO. Where the police and/or social services are involved, the Headteacher will only share such information with the individual as has been agreed with those parties.
- Where appropriate careful consideration will be given as to whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements need to be put in place. Advice will be sought from the LADO, police and/or social services, as appropriate.
- **If immediate suspension is necessary**, agree and record the rationale for this with the LADO. The record will include information about what alternatives to suspension have been considered and rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day and the individual will be given a named contact at the school with their contact details, to liaise with.
- **If it is decided that no further action be taken**, record the decision and justification for it, agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow in respect of both the individual and the person who made the allegation.

- **If it is decided that further action is needed**, initiate the appropriate action as agreed with the LADO, and/or police and social care as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative who will keep them informed of the progress of the case and consider what other support is appropriate. This might be referring to counselling services or trade union advice.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible, if they do not know already, following agreement with social services or police if applicable. Parents will be informed of the requirement for confidentiality about any allegations made against teachers while investigations are ongoing. Any parent who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- The parents of the child/children involved to be informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual poses a risk of harm to a child.
- We will inform Ofsted of any allegations of serious harm or abuse by any person, working or looking after children at the premises, (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action that has been taken in respect of these allegations, as soon as possible and always within 14 days of the allegations being made.
- If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, the IJDS Academy will ask police at the start of the investigation to obtain consent from the individuals involved, to share their statements and evidence for use in the school's disciplinary process, should this be required at a later date.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within one week. If the nature of the allegation does not require formal disciplinary action, appropriate action will be put in place within three

working days. If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Specific Actions

Following a criminal investigation or prosecution, the Headteacher will discuss with the LADO what further action, including disciplinary action is appropriate and if so, how to proceed, taking into account information provide by other agencies involved.

If the allegation is unsubstantiated and the individual is dismissed or the individual resigns or otherwise ceases to provide services, the Headteacher and HR adviser will discuss with the LADO whether to make a referral to the DBS for consideration, or if inclusion on the barred list is required. If the individual concerned is a teacher, this might include a referral to the Teaching Regulation Agency to consider prohibition from teaching.

If it is decided on the conclusion of the case that the individual who has been suspended can return to work, the Headteacher will consider how best to facilitate this. The Headteacher will also consider how to manage the individual's contact with the child/children who made the allegation if they are still at the school.

If the allegation is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Headteacher/Chair of Governors will take advice from the LADO, police and social services as appropriate in order to agree; who needs to know about the allegation and what information should be shared, how to manage speculation, leeks and gossip, including how to make parents of children involved aware of their obligations with respect to confidentiality, what, if any, information can be reasonably given to the wider community to reduce speculation and how to manage press interest if and when it arises.

Record Keeping

The Headteacher will maintain clear records about any case where the allegation or concern meets the criteria and store them on an individual's confidential personnel file for the duration of the case. The record will include a clear and comprehensive

summary of the allegation, details of how the allegation was followed up and resolved, notes of any actions taken and decisions reached with justifications.

If the allegation is not found to have been malicious, the school will keep the records of the case on the individual's personnel record and provide a copy to the individual. Where records contain information about allegations of sexual abuse, the records will be preserved for the Independent Inquiry into Child Sexual Abuse, for the term of the inquiry. All other records will be retained for at least until the individual reaches pensionable age, or for 10 years from the date of the allegation if that is longer.

Any records of an allegation found to be malicious will be deleted from the individual's personnel file.

Reference Requests

When providing employer references, we will not refer to any allegation that has proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Lessons Learnt

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of issues arising from the decision to possibly suspend a member of staff, the duration of suspension, whether or not suspension was justified and the use of suspension if the individual was subsequently reinstated. Consideration will be taken into how any future investigations of a similar nature can take place without suspension.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh', or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse, however, all peer-on-peer abuse is inappropriate and will be taken seriously.

Most cases of pupils hurting others will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour;

- Is serious and potentially a criminal offence,
- Could put pupils in the school at risk,
- Is violent,
- Involves drugs or alcohol,
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexual inappropriate pictures or videos (including the sharing of nudes and semi-nudes) and upskirting.

If a pupil makes an allegation of abuse against another pupil;

- You must record it and report it to the DSL, but do not investigate it,
- The DSL will contact the LADO and follow the advice given, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan in place for all children involved, with a named person for the children to talk to.
- If appropriate the DSL will contact CAMHS, the Children and Adolescent Mental Health Service.

We will minimise risk by being vigilant and ensuring that our curriculum helps to educate about appropriate behaviour and consent, ensuring pupils know they can talk to staff confidentially and by ensuring that staff are trained to understand that a pupil harming a peer could be a sign that a child is being abused themselves.

We recognise the importance of proactive action to minimise peer on peer abuse and of creating an environment where victims feel confident in reporting incidents.

To achieve this we will;

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images,
- Be vigilant to issues that particularly affect different genders,
- Ensure that our curriculum helps to educate pupils about appropriate behaviour and consent,
- Ensure that pupils are able to easily and confidently report abuse using our systems in school,
- Ensure staff reassure victims that they are being taken seriously.

We will provide training to ensure that staff understand;

- How to recognise indicators and signs of peer on peer abuse,
- How to identify it and report it,
- To maintain an attitude of 'it could happen here',
- To act immediately if they have concerns about a child's welfare and to realise that the victim might not make a direct report themselves but concern might

- come from adults noticing behaviours, friends, overhearing a conversation, etc,
- Some children may face additional barriers in telling someone because of a vulnerability,
 - A pupil harming a peer may be a sign that the child is being harmed themselves.

Sharing of nudes and semi-nudes

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images or videos, you must report it to the DSL immediately. You must **not**;

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil involved to disclose information regarding the imagery – this is for the DSL to do.
- Share information about the incident with other members of staff, the pupils it involves, or their parents.
- Say or do anything to blame or shame any young person involved.

There will be a review meeting following the referral and next steps will be considered.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the LADO before doing so. In the case of an allegation of abuse against other children, we will normally notify the parents of all the children involved.

Reporting Systems for Our Pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and or allegations.

We will;

- have systems in place for pupils to confidentially report abuse,
- ensure that our systems are well promoted, easily understood and accessible for all pupils,

- make it clear to pupils that their concerns will be taken seriously and their views can be safely expressed.

Pupils with Special Educational Needs and Disabilities

We recognise that pupils with SEND can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group including;

- Assumptions that indicators of possible abuse such as behaviour, moods and injury relate to the disability without further exploration,
- Pupils being more prone to peer group isolation,
- The potential for pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

We offer extra pastoral support for pupils with SEND through our Learning Mentor and Life Skills Programme.

Online Safety and the use of Technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material and we understand that technology is a significant component in many safeguarding and well being issues.

We have robust processes in place to ensure the online safety of pupils and staff, set clear guidelines for the use of mobile phones for the school community and have clear mechanisms to identify and escalate any incidents or concerns where appropriate.

Our approach to online safety is based on addressing 4 categories of risk; content, contact, conduct and commerce.

Children are taught online safety through assemblies, focus weeks and PHSE. Staff receive training annually. Concerns are raised with parents direct and all families sign an acceptable user agreement. We have robust filtering and monitoring systems in place.

Staff are allowed to bring their personal mobile phone to school for their own use but use is limited to non-contact time, in the staff room, where pupils are not present.

We follow GDPR and Data Protection Act 2018 when taking and storing photos and recording for use in the school.

Training

All staff members undertake safeguarding and child protection training at induction, including on whistle blowing procedures, to ensure that they understand the school's safeguarding systems and their responsibilities. They will undertake training to be able to identify signs of possible neglect or abuse. This training will be regularly updated and will be in line with advice from the three safeguarding partners.. Staff will also receive regular safeguarding and child protection updates, through emails and briefings as required but at least annually. Volunteers will be included in the appropriate training.

The DSL and Deputy DSL will undertake training at least every two years. They will also undertake Prevent awareness training.

All governors receive training about safeguarding and child protection to make sure they have the knowledge and information needed to perform their function and to understand their responsibilities. The Chair and named Safeguarding Governor receive training in how to manage an allegation for the purpose of acting as the 'case manager' in the event of an allegation of abuse against the Headteacher.

Complaints and concerns about the school safeguarding policies

Complaints about staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse against staff, contained in the staff handbook.

If you have a concern about the school policies for safeguarding children please contact the safeguarding governors.

Advice on whistleblowing is covered in the staff handbook, along with reminders of safeguarding procedures.

Recruitment

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training, in line with local safeguarding procedures. See appendix 2 for recruitment policy and procedure.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as grooming, sexual or criminal exploitation, mental health problems, substance abuse, to name a few.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who are at risk of harm or neglect, or who cease to attend a school.

We will follow our procedures for unauthorised absences and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, and to help prevent the risk of going missing in the future. This includes informing the Local Authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing of information with the Local Authority, when applicable, when removing a child's name from the admission register and not-standard transition points.

Visitors to school

All visitors to school are required to verify their identity to the satisfaction of staff and are required to leave their belongings, including their mobile phone in a safe place for the duration of their visit.

We will check their credentials and visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and to wear a visitor badge. Those visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show and to display their photo ID card. DBS certificates will be checked by the overriding organisation, such as the LA.

All other visitors, including visiting speakers will be accompanied by a member of staff at all times.

Non-collection of pupils

In the event that a child is not collected from school by an authorised person and no contact has been established with the parents within 30 minutes to 45 minutes of usual collection time, the school will follow the Child Protection Procedures, ie. Police will be informed after this time. A safeguarding referral to Children's Services may be considered.

The school will keep detailed, timed records of the action taken and calls made. Under no circumstances will staff go to look for the parents or take the child home with them.

Following such an event, parents will be invited in to discuss their individual circumstances, to establish how and why the situation arose and to identify what needs to be in place to avoid a recurrence of the situation.

Procedures will be reviewed after any incidents to ensure that they run smoothly.

Missing children

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child who is an independent traveller to school, has not been registered by 9am, a call will be made to the parents on the number provided. If you know that your child travels to school independently you must inform the school office if they will be late or not attending that day, by 9am at the latest. Should it appear that the child has gone missing, the parents will be advised to call the police.

Should a child go missing at the end of the day, the parents will be informed, security will search the CCTV and all available staff will search for the child in the surrounding area and school. The Headteacher will be informed immediately. A photograph and contact details will be printed off and police will be informed if necessary.

Private Fostering

Where the school becomes aware of a pupil being privately fostered, they will notify the Local Authority as soon as possible to allow the Local Authority to conduct any necessary checks.

Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and Deputy DSL, will always consider the context of the incidents. Assessments of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety or welfare. As much information as possible will be included when making a referral.

Appendix 1: Signs of abuse and maltreatment

The framework for understanding children’s needs:



Working Together to Safeguard Children (DfE 2018)

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems

Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	
Emotional abuse <i>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</i>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment

Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a ‘loner’ Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child’s emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.
Neglect	
<i>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 or development.</i>	

Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Mental health, alcohol or drug difficulties	
Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where children abuse their peers online, this can take the form of, for example; abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate. In particular they should be aware of our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)
- Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out earlier in this policy.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Safer Recruitment and DBS checks – policy and procedures

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities, through interview and references. We may ask for an assessment if necessary.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not