

## Safeguarding and Child Protection Policy

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- Elizabeth Weddle, Deputy Head

### Deputy Designated Senior Leaders

- Hannah Lethbridge, Deputy Head, Inclusion
- Will Hemens, Assistant Head, KS4
- Louise Tranis, Senior Student Support Manager
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## Part 1 - Introduction

**Safeguarding and Child Protection relates to the protection of children from significant harm, preventing impairment of children’s mental or physical health or development, ensuring that children grow up with safe and effective care, and optimising their life chances so that they can enter adulthood successfully.**

**“All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children”**

(HM Govt 2003)

**Safeguarding is ‘everybody’s responsibility’ (Lord Laming). This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.**

**All staff and volunteers must be alert to the signs of abuse (physical injury, emotional abuse, neglect and sexual abuse) and report any concerns or suspicions to one of the Designated Senior Persons for Safeguarding and Child Protection. All staff and volunteers are responsible for complying with the child protection procedures as detailed in this and other related policies.**

### **Policy Statement**

The Governors and Staff of JCoSS fully recognise the responsibility and duty placed upon them to safeguard and promote the welfare of all students at the school.

We undertake to ensure that the school provides a positive, caring, safe and stimulating environment in which students can learn, and which promotes the social, physical and emotional wellbeing of each individual. All staff, governors and volunteers have a full and active part to play in protecting students from harm.

## **Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the school

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## **Aims**

- **To provide all staff with the necessary information to enable them to meet their child protection responsibilities**
- To ensure that the welfare and safety of students is paramount and there is a climate of trust where disclosures are taken seriously and acted upon quickly
- To establish and maintain an environment where students feel safe, secure, respected and valued, and which fosters resilience
- To ensure that students feel confident that there are adults in the school to whom they can talk if they are worried or in difficulties, and who will listen and ensure appropriate support
- To ensure that all teaching and support staff are aware of their responsibilities in safeguarding students, and that there are clear procedures, known to everyone, for reporting concerns and to ensure consistent good practice
- To ensure an environment where school staff feel they can talk and be listened to when they have concerns about the safety and well-being of a student
- To ensure that all adults within our school have been checked (including DBS checking) as to their suitability to work with children and young people
- To include opportunities within the curriculum for students to develop the knowledge and skills they need to stay safe and to recognise abuse
- To establish and maintain effective working relationships with other agencies involved in safeguarding children and young people
- To provide a means of monitoring students known or thought to be at risk of significant harm, and ensure that we contribute to assessments of need and support plans for those students.

## Part 2 - Safeguarding and Child Protection Procedures

The safeguarding duties of all staff at JCoSS can be summarised as the 3Ps:

We work together in school with the aim of:

- **Protecting** children from harm
- **Preventing** the harming of children
- **Promoting** the well-being of children

If any member of staff is concerned about the safety or well-being of a student, they must discuss their concerns with the Designated Senior Leader, (Elizabeth Weddle) or with Will Hemens(Deputy DSL), Hannah Lethbridge (Deputy DSL), Louise Tranis (Deputy DSL) or Adam Berman (Deputy DSL)

### What to do if you are worried that a student is being abused

The safeguarding procedures for all staff at JCoSS can be summarised as the 3Rs

- **Recognise** signs and behaviours which may be cause for concern
- **Respond** to the student sensitively as necessary
- **Refer** the situation to one of the Designated Senior Leaders; she or he will decide what further action to take and inform the appropriate safeguarding agencies as necessary

**It is everyone's responsibility to protect children and young people**

- School staff are often the people students will turn to when they want to disclose information about abuse
- Support staff are often key people for students to make disclosures to in schools.
- It is important that we **pass on information quickly** so that others can make the appropriate decision on actions.

**If a child is suffering or likely to suffer from harm, or is in immediate danger and the DSLs or Deputies are not available or contactable:**

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

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

- Where possible, speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.
- Make a referral to local authority children's social care directly, if appropriate Share any action taken with the DSL as soon as possible.

### Definitions of Child Abuse

**All staff must be aware of the main categories of abuse.**

- **Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.**
- **Children may be abused in a family or in an institutional or community setting, by people they know or, more rarely, by a stranger.**

The categories of abuse under which a child can be registered are as follows:

### 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 or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs, and an absence of appropriate boundaries.

### Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, whether penetrative or non-penetrative acts, and non-contact activities, such as involving children in viewing sexual activities or pornographic material; encouraging children to behave in sexually inappropriate ways; involving children in the production of pornographic material. This includes activities or materials on-screen or on-line.

### Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on their 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.

### Other forms of Child Abuse

Forced marriages and female genital mutilation are considered a form of child abuse and domestic violence in the UK and a grave violation of human rights. Harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation is commonly described by the term 'Munchausen's Syndrome by proxy'. **Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**All staff should be alert to signs of possible harm. See Appendix 1 for examples which may be cause for concern.**

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

## How to respond to a student who is disclosing abuse

If you are the first point of contact for a student wishing to disclose, *you are a very important person* for that particular student.

- Believe what the student is saying in the first instance
- Tell the student you take what they are saying very seriously.
- Let the student know that you understand how difficult it is to talk about such experiences and that s/he is brave to tell.
- Reassure the student but **do not promise confidentiality** – tell them this is a rule to protect them.
- Reassure the student that s/he is not to blame.
- Ensure the student feels safe: be aware of your body language, eye contact
- React calmly – keep responses short, simple, slow quiet and gentle
- Do not interrogate the student: observe and listen, don't put words in their mouth or ask 'leading questions'
- Don't stop a student who is freely recalling significant events
- Don't judge the abuser
- Listen carefully.
- Make accurate notes at the time or as soon as possible afterwards about what has been told, seen or heard. These should be recorded verbatim without added adult interpretation: see section on record keeping.

The following suggestions may be useful: 'You're very brave'; 'It's not your fault'; 'Well done'; 'I will need to talk to someone else about what I can do next'.

## Essential Dos and Don'ts

- Do not probe any further than what the student initially wishes to disclose. You need to find out just enough about the alleged abuse in order to pass the information on.
- Do not put words or suggestions into the student's mind. Should a case go to court you might be called as a witness and the court would need to be convinced that you have not contaminated the evidence.
- Do be supportive in your response at each stage: this will encourage the student to make further disclosures. Children often drip-feed information, giving small clues over a period of time.
- Never promise confidentiality, even about parts or details of a conversation or disclosure. If a serious disclosure is made, decisions about what must be passed on are beyond the responsibility of members of staff.

**Do pass on your concerns immediately** to the currently Elizabeth Weddle, to the Deputy DSLs Will Hemens, Hannah Lethbridge, Louise Tranis or Adam Berman or, in their absence, speak to any member of SLT.

**Make sure you do this before the end of the day, but the earlier the better. Child protection issues are always treated as a priority.**

The Designated Senior Leader may then speak to the student themselves. You may have further involvement in the situation, or you may be asked not to. Where possible you will be kept informed of what happens.

## Record Keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Any verbal information or referrals must be followed promptly by a written report via the MyConcern safeguarding software. These reports should be marked with the date and time, persons involved and notes on the event and action taken. Any original rough notes made during the interview must be kept and attached or handed to the Designated Senior Person in case they are needed by a court. Try to avoid paraphrasing and try to use quotes where possible.

The following may be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:

- *Written recording during the interview*  
It may be possible to write down phrases and words whilst the student is talking which can be used to trigger recall when a full report is made. This should only be done if the student is in agreement and if it feels comfortable.
- *Written recording immediately after the interview*  
It is very important to try to record exactly what the student said and using the student's vocabulary even if the meaning is unclear.
- *Recording your own responses*  
Your responses should be recorded and it should be clear that a non-leading approach has been used.
- *Recording the context of the disclosure*  
The context in which a student chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. the student had just finished reading a particular book or had been involved in a class discussion on.....
- *Recording the emotional context of the disclosure*  
The emotional context can provide valuable clues to the investigating team. A student may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour
- *Recording repetition*  
If a student repeats statements these should be recorded. Consistency in a student's repeated statements adds to the strength of the evidence.
- *Draw a Diagram*  
If there is any obvious bruising or injury attach a body map to the MyConcern report with the injury indicated..

In the event of a referral being made, the Designated Senior Leader will contact the Social Services department of the relevant Local Authority and submit the report in accordance with their procedures. All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records and proper standards of confidentiality must be observed.

- All written accounts including rough notes and all other related material should be kept in a sealed envelope marked CONFIDENTIAL. These envelopes are retained in a locked filing cabinet in the DSL's office, currently Elizabeth Weddle.

Electronic versions of referrals are kept in the secure SLT drive under the Safeguarding folder.

### **Disclosure by a 3<sup>rd</sup> party**

If a 3<sup>rd</sup> party e.g. another parent, neighbour or member of the public discloses information that may indicate a Safeguarding issue, they should be encouraged to report their concerns directly to social services or the police (anonymously if necessary). The school also has a duty to pass on such serious concerns to the appropriate agency. This will be done by one of the Designated Senior Leaders.

### **Inter-agency Procedures**

Schools have a duty to safeguard and promote the welfare of students and may need to share information and work in partnership with other agencies where there are concerns about a child's welfare. We ensure that effective working relationships are developed with all external services involved in Safeguarding and Child Protection

- The Designated Senior Leader will contact Social Services or other relevant agency for advice where there are sufficient concerns regarding a student's safety and welfare (Barnet LA run an advice line to talk through cases on a "what if" basis – see appendix for contact number)
- If a referral to Social Services is accepted, a written referral together with any disclosure reports will be sent within one working day.
- An outcome of the Social Services contact will be to agree what the student and parents will be told, by whom and when.
- Social Services will decide on the next course of action within one working day and feedback to referrer.
- If Social Services make an initial assessment which confirms concerns about a student's safety, a Social Worker and Child Protection Police may interview the student
- If no emergency action is considered necessary, an initial assessment will be completed by Social Services within 7 working days and fed back to the referrer
- The Designated Senior Leader will keep relevant staff informed on a 'need-to-know' basis: this will include the Year Learning Co-ordinator
- Students who have been identified as 'at risk' are monitored by the Designated Senior Leaders through the Year Learning Co-ordinator and agreed further action is taken if needed
- The Designated Senior Leader or an appropriately informed member of staff attends strategy meetings, case conferences, Core Group or other multi agency planning meetings
- Accurate records relating to students subject to a Child Protection Plan are kept securely
- If the student is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- An absence of two days, without satisfactory explanation, of a student who is subject to a Child Protection Plan is referred to the EWO and/or Social Worker
- In the event of a student moving to a new school or setting before the end of Year 13, and the school has details of the placement, any confidential Safeguarding and Child Protection Records must be transferred securely to that new setting within five working days of it being identified.
- The DSLs are trained in the use and completion of the CAF.
- Key agencies and are surveyed periodically for feedback on our working practices with support services, and practice and policy reviewed in the light of it

### **Parental Involvement**

JCoSS is committed to openness wherever possible. We will seek to involve parents in decisions concerning their child, unless doing so is against the best interests of the child.



- A summary of the current Safeguarding and Child Protection Policy and procedures will be posted on the website. Hard copies, and/or the full policy will be available to parents on request
- Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:
  - The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
  - Leading to an unreasonable delay;
  - Leading to the risk of loss of evidential material;
  - Placing a member of staff from any agency at risk.
- The student's view may also be taken into account in deciding to inform the family in some circumstances, particularly where the student is sufficiently mature to make informed judgments about the issues
- Where there are doubts or reservations about involving the student's family, the Designated Senior Leader will clarify with the statutory agencies whether parents should be told about the referral, and if so when and by whom.
- A referral will be made if it is in the interests of the student according to the Children Act (1989), or a police investigation.

### **Support for Staff**

It is recognised that dealing with disclosure from a student and a child protection case in general, is likely to be a stressful experience.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Leader and/or to seek further support. In cases of serious abuse or trauma a member of Barnet Schools Psychological Team will offer support.

We recognise that a Designated Leader should also have access to support as well as access to appropriate workshops, courses or meetings as organised by the LA. The DSL is also supported and line managed by the Headteacher. The Deputy DSLs are line managed by the DSL.

### **Training of Staff in Safeguarding and Child Protection**

- **The Designated Senior Staff** will receive Local Safeguarding Children's Board approved training every two years
- **The Designated Senior Staff** , during the intervening period, also have a duty to keep up to date with the latest guidance and will have access to appropriate workshops, courses or meetings as organised or promoted by the LA.
- **All staff** will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners. All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training. All staff will receive Level 1 training every three years delivered by the LA. All staff will also receive further refresher training during staff INSET sessions on a yearly basis.
- **All newly appointed staff** receive prompt training delivered by Designated Senior Staff at JCoSS as part of their induction programme
- **All NQTs** and newly appointed LSAs receive additional training delivered by the LA as part of their induction programme

- **All temporary staff and volunteers** will be given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns.
- **The Headteacher, Chair of Governors** and other appropriate Governors and other Senior Staff involved in appointing staff will be accredited with Safer Recruitment Training
- **All technical, practical and support staff** will have access to relevant Health, Safety and Welfare Training and retraining promoted by the LA
- **The Educational Visits Co-ordinator** undertakes appropriate LA training
- **All Leaders of Educational Visits** will have a duty to be familiar with the Educational Visits Policy and be guided through by their Line manager with particular reference to elements on Health, Safety and Welfare.
- **All staff on Educational Visits** will have a duty to be familiar with the Health, Safety and Welfare elements of the Educational Visits Policy and be guided through these by the Visit Leader

**The Safeguarding Governor will ensure that Governors** receive training as part of their induction when appointed and refreshed as necessary.

### Complaints and Allegations Against Staff

Principles, responsibilities and procedures are laid out in the Policy on Complaints

- If the disclosure concerns allegations made about a member of staff these should be reported directly to the Headteacher
- If the disclosure concerns allegations made about the Headteacher this should be reported to the Deputy Headteacher, who will inform the Chair of Governors. The Chair of Governors is nominated to be responsible in the event of an allegation being made against the Headteacher. An allegation is any information which indicates that a member of staff/volunteer may have:
  - Behaved in a way that has, or may have harmed a child
  - Possibly committed a criminal offence against/related to a child
  - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Local Authority Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

Where staff feel that an issue regarding safeguarding has not been followed through appropriately by the school, in the first instance they should raise their concern with the appropriate leader – the DSL or the Headteacher. The [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Children in Care**

The DSL is also nominated as Designated Senior Leader for Children in Care. It is their responsibility to ensure that:

- They attend appropriate training or meetings as organised by the LA and keeps up to date with the latest legislation and guidance.
- A register is kept of all Children in Care
- Their progress is reported on annually to the Local Authority
- Relevant information and documentation is prepared for Child Protection Plan Meetings are co-ordinated every six months by the student's Social Worker
- The assigned Social Worker is informed of any concerns, exclusions or changes in the student or their circumstances
- The school is represented at Looked After Children (LAC) Reviews or relevant paperwork is contributed
- The Social Worker and LA are informed in the event of Children in Care being excluded.
- The agency appointed with responsibility for checking attendance of Children in Care are given accurate daily information by the school's Attendance Officer
- The LA Children's Service is notified if they believe a child to be living with someone in a private arrangement.

### **Students with Special Needs**

We recognise that pupils with special educational needs (SEN) and disabilities 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, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils

- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- We will provide a school environment in which all students including those with Special Educational Needs, Disabilities or Medical Needs can feel confident and able to discuss their concerns
- The Designated Senior Staff will work with the Director of the PSRP and the Director of Inclusion, where necessary, to ensure that students with special needs in relation to Child Protection issues are responded to appropriately e.g. for PSRP students or others with particular communication needs.

### **Children Missing in 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 sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in 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 information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed via the School's website

## Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. This could potentially include occasions where:

- a criminal offence has occurred
- pupils in the school are at risk
- violence is involved
- pupils are being forced to use drugs or alcohol
- sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting) are involved

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content
- upskirting,<sup>10</sup> which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to gain sexual gratification, or cause the victim humiliation, distress or alarm;
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse:

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- Kvutzah and Form Times are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.
- **Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images**

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

### **Supporting those involved**

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed. Further guidance on responding to incidences of sexual violence and sexual harassment can be found in the document below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and)

### **Sexting**

There is no accepted definition of ‘sexting’ but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as ‘youth produced sexual imagery’.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children’s social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved. Guidance for schools and colleges can be found in the document below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/759007/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

### **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the Kvutzah and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

#### **Serious Violence**

All staff will be made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance<sup>11</sup>

### **Honour-Based Violence (including FGM and forced marriage)**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

#### **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating

- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)



- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

### **Radicalisation and Extremism**

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

### **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate.

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 children's social care team.

The Department for Education 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 also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and **deputies** will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

### **Awareness Raising for Students**

We recognise that it is important to make students aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Opportunities for students to learn about safeguarding, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through:

- PSHCE/Kvutzah
- SEAL
- Positive Behaviour Sessions
- Assemblies
- Outside speakers
- Health and Safety Training in practical subjects
- Issues raised through content in other areas of the curriculum e.g. Sex and Relationship Education in Science, safe use of Digital Technology
- frequent and regular contact with their form tutor

The Designated Senior Staff are available to advise on relevant input in the curriculum.

### **Risk Assessments**

Safeguarding of children includes awareness of the everyday Health and Safety risks of school activities. All staff who work with children and young people assess risk informally as part of their work; additional or unusual risks require a more formal process to be carried out. The most common of these used in school are:

<b>Risk Assessment</b>	<b>Staff responsible and other consultants</b>
Admitting or re-admitting students whose behaviour may place other students or staff at risk	Designated Senior Leader, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Assessing students who self-harm or in doing so may place others at risk	Designated Senior Leader, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Healthcare Plans	Student Welfare Officer, Director of Inclusion , parents and student
Educational Visits and Journeys	Trip Leaders, Senior staff with responsibility for Educational Visits and Journeys, Line Managers
Off-site Education and Partnership Activity	Senior member of staff responsible for liaising with partners and providers and agreeing arrangements
Practical Subjects	Subject & Faculty Heads, LA Advisors
Annual Health and Safety Checks	Premises Manager, Heads of Departments and Teams, Caretakers and approved contractors
Site Security	Premises Manager and Business Manager
Building work or contractors on site	Premises Manager and Business Manager

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- Outcomes of completed risk assessments will need to be communicated with those who need to know as defined in the risk assessment.
- Ongoing Risk Assessments will be reviewed periodically in line with the Health and Safety Policy.

### **Part 3: Roles and Responsibilities**

#### **The Governing Board's Responsibilities:**

- ❖ **Overall responsibility for ensuring that there are sufficient measures in place to safeguard students at JCoSS.**

In particular ensuring the following:

- Policies and procedures for Safeguarding and Child Protection, Health, Safety and Welfare are in place and made available to parents on the website and that they comply with the law
- All Governors will read Keeping Children Safe in Education
- A member of the school's Senior Leadership Team is appointed as Designated Senior Leader-
- There is appropriate line management for the Designated Senior Leaders
- Appropriate Child Protection Training is undertaken by governors and refreshed every three years
- A senior member of staff is appointed as Designated Senior Leader for Children in Care
- The school site is secure and safe
- Safer Recruitment Procedures are followed, including DBS checks and accredited Safer Recruitment Training for the Headteacher, appropriate Governors, and other relevant senior staff involved in appointments
- Policies are in place for the safe management of allegations
- The ethos of the school promotes positive practice in relation to Safeguarding
- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements
- The Chair of Governors is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- The Chair of Governors is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- A member of the Governing Board is nominated as Safeguarding and Child Protection Governor and will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Governing Board
- Governors have regard to Safeguarding issues at all relevant meetings
- Safeguarding and Child Protection Policies and Procedures are reviewed annually in consultation with the full Governing Board.
- The Governing Board is provided with an annual report detailing:
  - any changes to the Policy or procedures;
  - training undertaken by the DSL, staff, volunteers and Governors;
  - relevant curricular issues;
  - the number and type of cases and the numbers referred to appropriate agencies;
  - the number of students who have a Child Protection Plan in place.
  - any allegations against staff and actions taken; appointment of staff and checks undertaken

The nominated Governors for Child Protection are: Michael Hymans and Claire Leek, who can be contacted on [admin@jcoess.barnet.sch.uk](mailto:admin@jcoess.barnet.sch.uk) (marked for their attention)

The nominated Governor in the event of a complaint about the Headteacher: Stephen Clayman, who can be contacted on [admin@jcoess.barnet.sch.uk](mailto:admin@jcoess.barnet.sch.uk) (marked for their attention)

#### **The Headteacher's Responsibilities:**

The Headteacher is responsible for ensuring that:

- The school's practice follows the legislative framework and recommended guidance
- the appropriate Designated Senior Staff are in place and trained and that the Designated Senior Leader is a member of the Senior Leadership Team

- the school has a Safeguarding and Child Protection Policy which is communicated to all staff, volunteers and governors and is available for parents
- the policy is reviewed annually
- all staff and volunteers receive refresher training every three years on Safeguarding and Child Protection, as appropriate to their role.
- all newly appointed, temporary staff and volunteers receive induction in Safeguarding and Child Protection, are aware of and follow the school's policy and know how to recognise and refer any concerns
- temporary staff and volunteers are made aware of the school's arrangements and responsibilities
- the Designated Senior Leaders receive formal training every two years, attend appropriate inter-agency training and workshops, courses or meetings as organised by the LA and keep up to date with the latest legislation and guidance
- the full responsibilities of the DSL and [deputy/deputies] are set out in their job description

### **The Designated Senior Leader**

#### **The Designated Senior Leader, at JCoSS is:**

Elizabeth Weddle, Deputy Headteacher, she has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff. She is responsible for ensuring that:

- appropriate concerns are discussed with and/or formally referred to Social Services and/or the Police and/or other appropriate agencies e.g. GPs, CAMHS etc.
- detailed and accurate written records are made (dated, timed and signed) of any disclosures, observations, concerns relating to Safeguarding or Child Protection, and of students with a Child Protection Plan are written up, stored and transferred as necessary in accordance with the policy
- where a student is the subject of a Child Protection Plan, the assigned Social Worker and/or EWO is informed of any concerns, unexplained absence, exclusions or changes in the child or their circumstances
- Students identified as 'at risk' are monitored effectively and further action taken if needed
- When a student leaves the school their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and that confirmation of receipt is obtained
- Effective working relationships are developed and maintained with all external services involved in Safeguarding and Child Protection
- the School is appropriately represented at strategy meetings, case conferences or other multi agency planning meetings and that written reports are produced for these meetings as required
- staff are made aware of appropriate training courses and the latest policies on Safeguarding
- There is appropriate input to the curriculum on Safeguarding and Child Protection
- Educational outcomes for children are promoted by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff
- The Headteacher is kept aware of any Safeguarding or Child Protection concerns
- The Safeguarding and Child Protection policy is reviewed and updated annually
- The Safeguarding and Child Protection policy is available publically via the school website.
- 

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Act as a source of support and expertise to the school community

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals which are kept separate from the student's general file
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

### **Senior Staff Responsibilities:**

Assistant Heads, Heads of Faculty and Heads of Department are responsible for ensuring that:

- they are fully conversant with the Safeguarding and Child Protection Policy and all other school policies relating to the safety and welfare of students
- All staff (teaching and support) in their teams have received and understood the relevant Child Protection information/policy
- All temporary staff and volunteers in their teams are given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns
- Their area of the curriculum delivers, and reports as necessary on, the relevant aspects of the five "Every Child Matters" outcomes
- Health and Safety Policies and procedures are in place and adhered to; that Risk Assessments are completed, checked and updated for all relevant activities in their area
- the Health, Safety and Welfare of students on all educational visits and journeys is paramount, and that Trip Leaders are fully aware of their roles and responsibilities

### **Responsibilities of All Staff and other relevant adults**

Lord Laming's report emphasised that 'Safeguarding is everybody's responsibility'.

All staff should:

- be familiar with the School Safeguarding and Child Protection Policy and procedures
- read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- ensure that they are aware of their responsibilities in safeguarding students
- know whom to contact if they are concerned about a student: the Designated Senior Leaders are Elizabeth Weddle, Will Hemens, Hannah Lethbridge, Louise Tranis or Adam Berman or, in their absence, any member of SLT
- know whom to contact about allegations made against staff
  - For allegations against teaching or support staff: Patrick Moriarty, Headteacher
  - For allegations against the Headteacher: Elizabeth Weddle, who will contact the Chair of Governors.
- be sensitive to signs which may indicate possible safeguarding concerns; including, for example, poor or irregular attendance – See appendix 1 for details you need to be familiar with

- As a person who works with children, staff have a duty to refer safeguarding concerns to the designated senior person for child protection. However if:
  - concerns are not taken seriously by an organisation or
  - action to safeguard the child is not taken by professionals and
  - the child is considered to be at continuing risk of harm

Then Staff should speak to the DSL or contact Barnet Children's Services on 020 8359 4066 or 020 8359 2000 for the out of hours or emergency service.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

- All staff must be aware that inappropriate behaviour towards a student is unacceptable and that their conduct towards students must be beyond reproach
- Staff must understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence

## **Part 4 - Monitoring and Evaluating the Safeguarding and Child Protection Policy and procedures**

### ***Day to Day***

- Whenever possible all concerns raised with the Designated Senior Leader will be discussed with their Deputy DSL colleagues and/or Headteacher before any action is taken

### ***Policy Review***

- The policy and procedures will be reviewed annually by the Coordinator for Safeguarding and Child Protection and updated where necessary

### ***Review of Practice***

- A member of the Governors' Personnel Committee nominated as Safeguarding and Child Protection Governor will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report back to the full Governing Board
- Information will be provided on request to the Local Authority by the Governors about the Child Protection Policy and procedures, and about how duties have been discharged

### ***Curriculum & Student Voice***

- The Head of PSHCE/Kvutzah will audit the curriculum annually for opportunities to learn about safeguarding, whom to ask for help if their safety is threatened and how to develop a healthy safer lifestyle
- Students will be surveyed annually on their views regarding safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle

## **Part 5 - Related School Policies, Procedures and Guidance Documents**

We acknowledge that safeguarding is not just about protecting children from deliberate harm but includes issues addressed in the full range of school policies.

All staff have been asked to read and, acknowledge that they have read, Part 1 of the Keeping Children Safe in Education (September 2020) DFE guidance document.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/828587/Keeping\\_children\\_safe\\_in\\_education\\_part\\_one.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828587/Keeping_children_safe_in_education_part_one.pdf)

We recommend that staff and governors make reference to the updated "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education settings." 2015 published by the DFE.

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>



## **Appendix 1: Indicators of possible significant harm**

The following indicators (drawn from comparisons of various official policy documents) are not a checklist: some signs are more significant than others as possible indicators and often it is the combinations, frequency, patterns or changes in behaviour that are key to understanding a child's situation.

### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-deprecation
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

### **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking

- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

#### **POSSIBLE SIGNS OF NEGLECT**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

**In addition to all the above signs a student may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a student may be suffering harm.**

## **Appendix 2: children who may be particularly vulnerable**

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
  - affected by parental substance misuse, domestic violence
  - at risk due to either their own or a family member's mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.
- looked after or previously looked after

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

### **Appendix 3: Legislative Framework and Guidance**

The school will act in accordance with the following legislation and guidance:

- The Children Act 1989 Significant Harm
- Counter Terrorism and Security Act 2015 (Section 26)
- [The School Staffing \(England\) Regulations 2009](#) Human Rights Act (1998)
- Data Protection Act (1998)
- DoH 'Framework for the Assessment of children in Need and their Families' (2000)
- Education Act (2002), section 175
- The Children Act (2004) Every Child Matters
- HM Govt/DfE 'What to do if you're Worried a Child is Being Abused' (2015)
- HM Govt/DfE 'Information sharing: Practitioners Guide' (2015)
- DfE guidance 'Safeguarding Children and Safer Recruitment in Education' (2010)
- London Child protection Procedures (2016)
- DfE 'Guidance for Education Staff facing Allegations of Abuse' (2005)
- AMA 'Guidance for Safer Working Practices for Adults working with Children & Young People in Education Settings' (2015)
- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DFE 2020)
- Safeguarding Vulnerable Groups Act 2006
- [Multi-agency statutory guidance on female genital mutilation](#)
- The Rehabilitation of Offenders Act 1974
- NPCC When to call the police
- DfE Sexual Violence and Sexual Harassment between Children Guidance
- DfE Sexting in Schools Guidance

The school will also follow guidance in relation to the specific safeguarding issues outlined in Appendix 2 of the Working Together to Safeguard Children (2015) document. This will include the Prevent Duty Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism. Furthermore Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

### **Appendix 4: Contact Numbers**

#### **If you have any concerns about a child**

**Barnet Referral and Assessment Team**  
(Mon-Thurs 9-5.15; Fri 9-5)

Tel: 020 8359 4066

#### **Out of Office Hours**

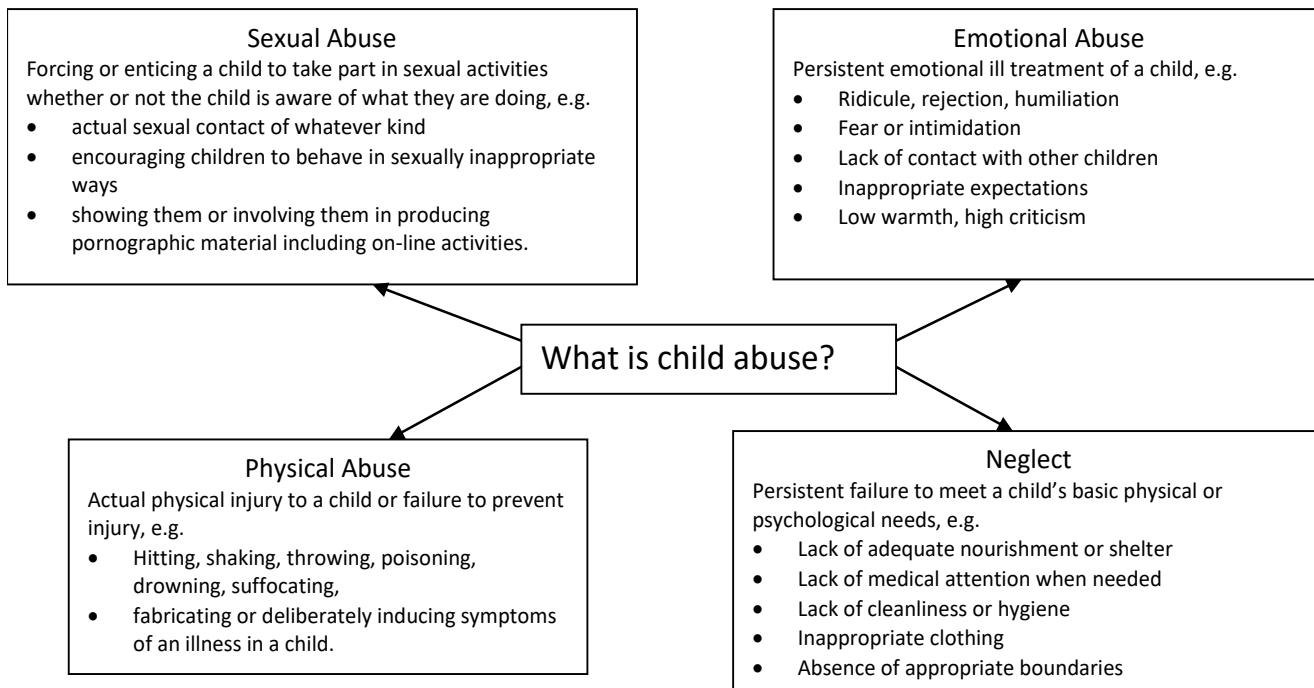
Emergency Social Work Service  
(including out of hours Child Protection Referrals)

Tel: 020 8359 2000

## Appendix 5: Safeguarding Policy: Visual Summary

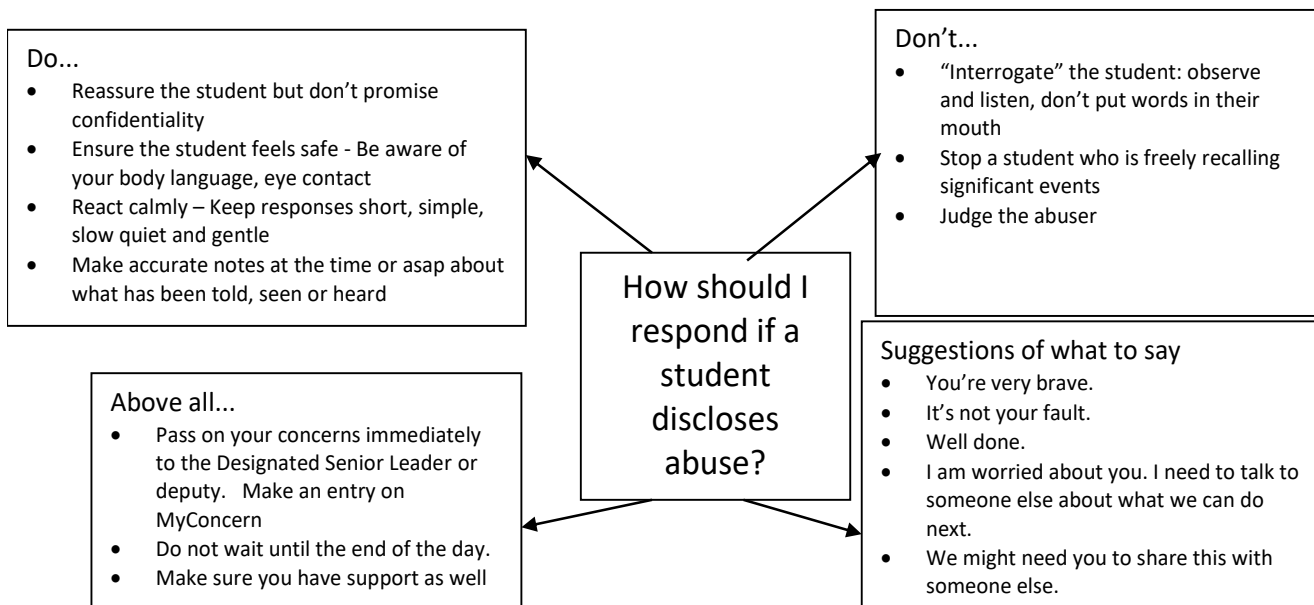
**It is everyone's responsibility to protect children and young people**  
*Staff in schools are often pivotal in identifying and reporting the abuse of children.*  
*It is vital that everyone knows what the policy says, what to look for, how to respond and who to tell.*

**Designated Senior Leader (DSL):** Liz Weddle Deputy Head Will Hemens, Hannah Lethbridge, Louise Tranis; Adam Berman



**Safeguarding: 3 Rs**

**Recognise** signs and behaviours which may be cause for concern  
**Respond** to the student sensitively as necessary, and talk to the  
**Refer** the situation to the Designated Senior Person



## **Addendum 1: Tackling Extremism**

### **Background**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

### **Ethos**

At JCoSS we ensure that through our school vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective strategies and procedures in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2020)
- Revised Prevent Duty Guidance (2016)
- Working Together to Safeguard Children (2018)

### **Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

### **Related Policies**

- Acceptable Use (ICT) Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Values for Education Policy
- Visitors Policy
- Whistle-blowing Policy

### **Definitions**

**Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Roles and Responsibilities**

#### **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the headteacher and other staff about issues to do with protecting children from radicalisation.

#### **Role of the Headteacher**

It is the role of the headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

#### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

#### **Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

#### **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

The JCoSS curriculum is built on the values of dialogue and respectful debate. The use of the Mensch acronym to develop our young learners into resilient, thoughtful, reflective human beings is integral to life at the school, academically, pastorally and through every facet of our ethos.

The teaching of RE and the focus of Interfaith work throughout the school further enhances JCoSS students' understanding of the world around them, and commitment to the values of being young Jews in British Society. The JCoSS (Kvutzah) PSHCE curriculum further promotes the values of the Rule of law, Democracy, Mutual Respect, Tolerance and Individual Liberty.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

#### **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones. Our school policy on mobile phone usage means that students are very rarely able to access their mobile phones during the school day.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable and have to agree that they will comply with the policy on each occasion that they log on to the school system.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information will also form part of induction safeguarding training. Staff are updated as necessary on particular safeguarding concerns during Staff Briefings which occur twice weekly.

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

### **'No platform for extremists'**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:



- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## **Referral Process**

### **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. 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 children's social care team.

The Department for Education 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 also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### **Monitoring and Review**

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.