

Safeguarding and Child Protection Policy

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 Committee: Inclusion

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- Will Hemens, Associate Deputy Head

Deputy Designated Senior Leaders

- Elizabeth Weddle, Deputy Head
- Hayley Follett, Deputy Head
- Hannah Lethbridge, Director of Inclusion
- Louise Tranis, Senior Student Support Manager
- Adam Berman, Assistant Head, KS3
- Nicola Ward, Assistant Head, KS4
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Contents

Page	
	Part 1 – Introduction
3	Policy Statement
3	Aims
4	Part 2 – Safeguarding and Child Protection Procedures
4	What to do if you are worried a child is being abused
5	Definitions of Child Abuse
6	How to respond to a student who is disclosing
6	Essential Dos and Don'ts
7	Record Keeping
8	Disclosure by a 3 rd Party
8	Interagency procedures
9	Parental Involvement
9	Support for Staff
9	Training of staff in Safeguarding and Child Protection
10	Low-level concerns about staff
11	Complaints and Allegations against Staff /visiting adults/volunteers
12	Children who have been assigned a social worker
12	Children in Care
13	Students with Special Needs
13	Children missing in Education
14	Bullying
14	Peer on peer abuse
16	Sharing of Nudes (formally known as 'sexting')
16	Online Safety
18	Sexual exploitation of children

19	<u>Serious Violence, Child Criminal Exploitation (CCE) and County Lines</u>
20	Honour based violence including FGM
22	Radicalisation and Extremism
23	Homelessness
23	Private fostering arrangements
22	Awareness Raising for Students
22	Risk Assessments
23	Part 3 – Roles and Responsibilities
23	The Governing Board
23	The Head Teacher
25	The Designated Senior Leader
25	Senior Staff Responsibilities
25	Responsibilities of All Staff and other relevant Adults
27	Part 4 - Monitoring and Evaluating the Safeguarding and Child Protection Policy and procedures
27	Part 5 - Related School Policies, Procedures and Guidance Documents
28	Appendix 1: Indicators of possible significant harm
29	Appendix 2: Children who may be particularly vulnerable
31	Appendix 3: Legislative Framework and Guidance
31	Appendix 4: Contact Numbers
32	Appendix 5 – Information, Advice and Guidance around Child Suicide
35	Appendix 6: Visual Summary
36	Appendix 7: Referral Flowchart
37	Addendum 1: Tackling Extremism Policy
	Link 1: When to call the police https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

Part 1 - Introduction

Safeguarding and Child Protection relates to the protection of children from significant harm, preventing impairment of children’s mental of 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 **physical** or **mental** health of a student, they must discuss their concerns with the Designated Senior Leader, (Will Hemens) or with Liz Weddle (Deputy DSL), Hannah Lethbridge (Deputy DSL), Louise Tranis (Deputy DSL), Hayley Follett (Deputy DSL), Adam Berman (Deputy DSL), Nicola Word (Deputy DSL), Jonathan Lorrimer (Deputy DSL) or Lauren Myers (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; they 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, Sept 2021 (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 3rd party

If a 3rd 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.

Low-level Concerns about Staff/Adult Behaviour:

Low-level concerns should be reported to the DSL. Concerns may be graded low-level if the concern does not meet the criteria for an allegation (see 'Complaints and allegations' below); and the adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to: being over friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the DSL should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

See also Developing and implementing a low-level concerns policy (Farrer & Co)

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2021.pdf>

Complaints and Allegations Against Staff/adult visitors/volunteers.

Complaints and Allegations Against Staff or any other adult in school must be reported directly to the headteacher. It is an **allegation** if the person* has: behaved in a way that has harmed a child, or may have harmed a child and/or; possibly committed a criminal offence against or related to a child and/or; behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

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 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/adult 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
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children. This need not include a child, for example, domestic abuse of a partner.

This applies to the adult's behaviour and actions in both professional and home/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.

Children who have been assigned a social worker or other external support agent.

From June 2021, the Virtual Headteacher has responsibility to promote the education of children who have a social worker. The DSL will be the person of contact with whom the Virtual Head will liaise and co-ordinate any extra support or plans

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker and actively engage and share information with any such external agents.

Children with an allocated social worker are “flagged” as such on our safeguarding record system, MyConcern.

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
- **Sharing nudes and semi-nudes (previously known as 'sexting')**, including pressuring another person to send a sexual imagery or video content
- upskirting, 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. If a clear crime has been alleged, then the school will report this to the police. In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).
- **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

Sharing nudes and semi-nudes (previously known as ‘sexting’)

This refers to the sending or posting of sexually suggestive image, including nude or semi-nude photographs/videos 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

Online Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Online safeguarding risks can be assessed using the 4C’s: Content, Contact, Conduct and Contract(or Commerce). As set out below:

 Content Child as recipient	Contact Child as participant	Conduct Child as actor	Contract Child as consumer
Aggressive Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination		

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Pupils and staff know how to report internet/online content that is inappropriate or of concern – either alerting the DSL to a specific concern or reporting inappropriate websites to the IT support team, who will then block this content using the school’s internet filtering system.

Online behaviour expectations and responses are also set out in the ICT “acceptable use” policy.

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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Although the above vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues. More information can be found in ‘Child sexual exploitation: Definition and a guide for Practitioners’ (DfE 2017)

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, Child Criminal Exploitation (CCE) and County Lines

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.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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](#) guidance¹¹ Also refer to KCSIE (2021) page 126.

Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;(b) violent or threatening behaviour;(c) controlling or coercive behaviour;(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

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 fmufco.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

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. 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.

Parents and private foster carers both have a legal duty to inform the relevant local authority **at least six weeks before the arrangement is due to start**; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

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:

Risk Assessment	Staff responsible and other consultants
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

- 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, Sept 2021
- 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
- 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 (marked for their attention)

The nominated Governor in the event of a complaint about the Headteacher: Mark Freedman, who can be contacted on 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:

Will Hemens, Associate Deputy Headteacher for Safeguarding and Behaviour, he 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. He 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 Sept 2021](#), 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 2021 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

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 they 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 2021)
- 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 – Information, Advice and Guidance around Child Suicide (including online safety)

Contacts and information

[Barnet Integrated Clinical Service \(BICS\) | Barnet - WWC](#)

BICS Support Line: (9am-5pm; for young people, parents/carers and professionals incl. education setting staff)

Barnet Integrated Clinical Service (BICS)

BICS provides mild to moderate children, young people, family mental health (CYP MH) clinical services across the borough. BICS is made up of low (mild) intensity and high (moderate) intensity multidisciplinary clinical teams of clinical and operational managers, clinicians and non-clinical staff that are integrated in schools, GP surgeries, the community, Early Help, Social Care and Youth Offending Services.

Referrals can be made via The Universal Plus Form on the Barnet website from external agencies and parents, or if the CYP is known to the Local Authority you can refer via our 'BICS request for service' form within EHM/LCS.

BICS drop-ins to be organised by the BICS worker in the school.

CAMHS

CAMHS crisis line 0800 151 0023

Barnet CAMHS 0208 702 4500/ 0208 702 3300

Papyrus UK Suicide Prevention | Prevention of Young Suicide

PAPYRUS UK is a charity for the prevention of young suicide (under 35) in the UK | Call PAPYRUS HOPELINEUK on 0800 068 4141

NCL Support After Suicide Service

Rethink Mental Illness

Mobile: 07436 564 389

Service Tel: 07483 368 700

Website: www.rethink.org/ncl-supportaftersuicide

Email: supportaftersuicide@rethink.org

Rethink NCL Support After Suicide Service

National mental health charity: information, services & a strong voice for everyone affected by mental illness - challenging attitudes and changing lives. Also support those that have been historically affected by suicide.

Samaritans – Step by step

Step by Step is a Samaritans service that provides practical support to help schools prepare for and recover from a suspected or attempted suicide

<https://www.samaritans.org/how-we-can-help/schools/step-step/#:~:text=Step%20by%20Step%20is%20a%20Samaritans%20service%20that,for%20young%20people%20in%20the%20UK%20and%20ROI.>

[Resilient schools programme | Barnet - WWC](#)

Resilient schools programme

The mental health and wellbeing of children and young people can affect them for the rest of their lives. Supporting their mental health at this early stage can help them cope better with life, whatever it throws at them. The growing number of children and young people experiencing poor mental health is one of the greatest challenges facing our

schools. One in ten young people have some form of diagnosable mental health condition and we know that half of these are established before the age of fourteen.

Support for Students

<https://www.kooth.com/> online text based counselling services for young people. You can book an assembly for students. Contact me Jayne.abbott@barnet.gov.uk

Support for families

Rethink postvention service using Wave 2 Suicide prevention funding. The police put them in touch with families affected by suicide but can also be accessed by other.

Information to families experiencing bereavement

Leaflet provided to every family where there has been a child bereavement, hopefully given by the health professional involved: <https://www.england.nhs.uk/wp-content/uploads/2018/07/parent-leaflet-child-death-review-v2.pdf>

Support for staff

<https://www.qwell.io/> open to all staff in Education. You can book a half hour inset for staff. Contact Jayne.abbott@barnet.gov.uk

Online Safety

Reporting harmful content

<https://reportharmfulcontent.com/>

Report Harmful Content - We Help You Remove Content

Empowering anyone who has come across harmful content online to report it by providing up to date information on community standards and direct links to the correct reporting facilities across multiple platforms.

The Professionals Online Safety Helpline (POSH)

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

The Dark Web Explained | National Online Safety

Part of our Annual Online Safety Course for Parents and Carers 2019-20

[The Dark Web Explained | National Online Safety](#)

Training for staff

Online training for staff. <https://www.zerosuicidealliance.com/training>

Find the ZSA Zero Suicide Alliance training

Here you will find the training on offer by the Alliance, from our Step Up Module, which offers insight into how to engage someone who may be socially isolated, to in-depth suicide awareness training.

Other useful resources about reducing the risk of 'suicide contagion':

'There is a free browser 'add on' <https://www.ripplesuicideprevention.com/> If anyone searches for any suicide content such as, methods to take your life, it blocks it and encourages them to deep breath and direct them to immediate support services. It also has links to all the ongoing support agencies in one place so people do not have to search. It's free and can be put out to mass networks such as schools as well as home computers.

There is a free 30 min suicide preventions online training available at <https://shininglightonsuicide.org.uk/learn-to-save-a-life/>

There are also some very moving and inspirational real life stories of hope, one in particular from Will Mahaffey which may be useful for some older students to watch: <https://shininglightonsuicide.org.uk/stories-of-hope/>

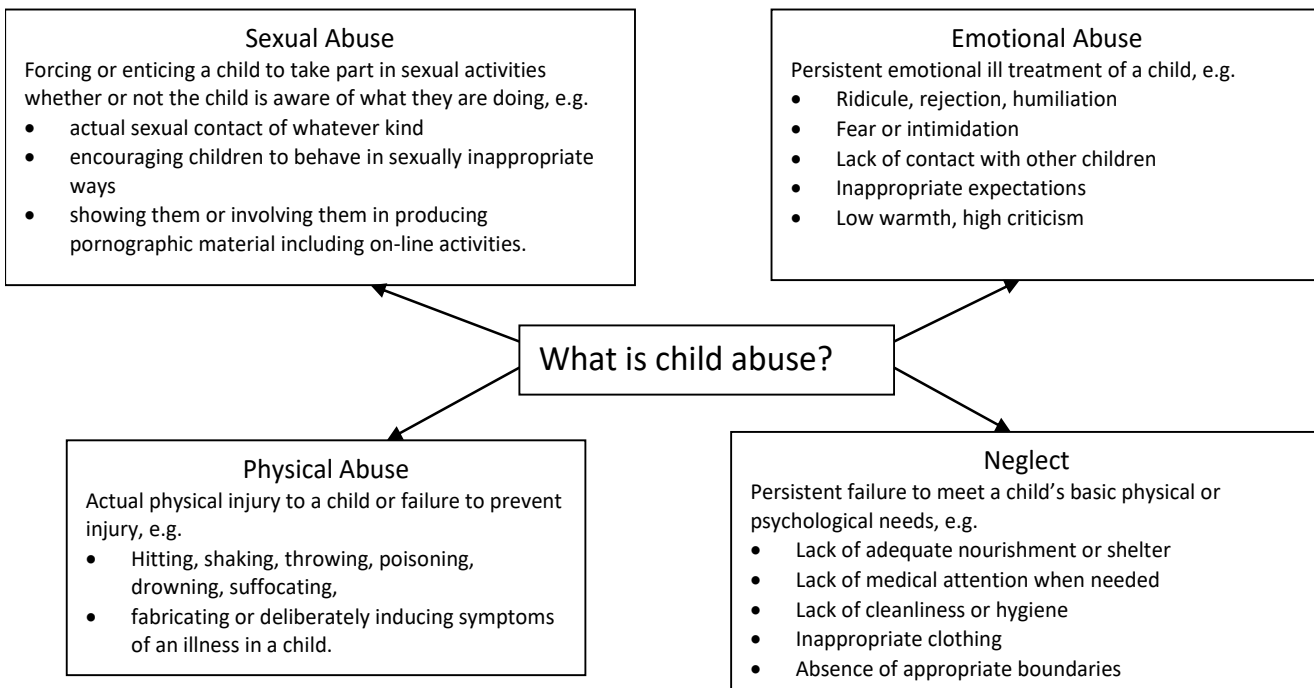
There is a book called, 'When it is Darkest' by Rory O Connor about why people die by suicide and how we can prevent it and a book called 'Take My hand' written by a bereaved mother and former head teacher, Pat Sowa, which gives insightful information on what it feels like to lose a child by suicide. It is co-written with her friend whose son was diagnosed with a rare form of cancer and they found ways to cope and survive during the darkest times; the book is described as a life line for any family or friends who don't know how to help.

Rochdale's training resource for EPs contains some information about contagion <https://www.youtube.com/watch?v=MXWTIEVaRqQ&feature=youtu.be>

Appendix 6: Safeguarding Policy: Visual Summary

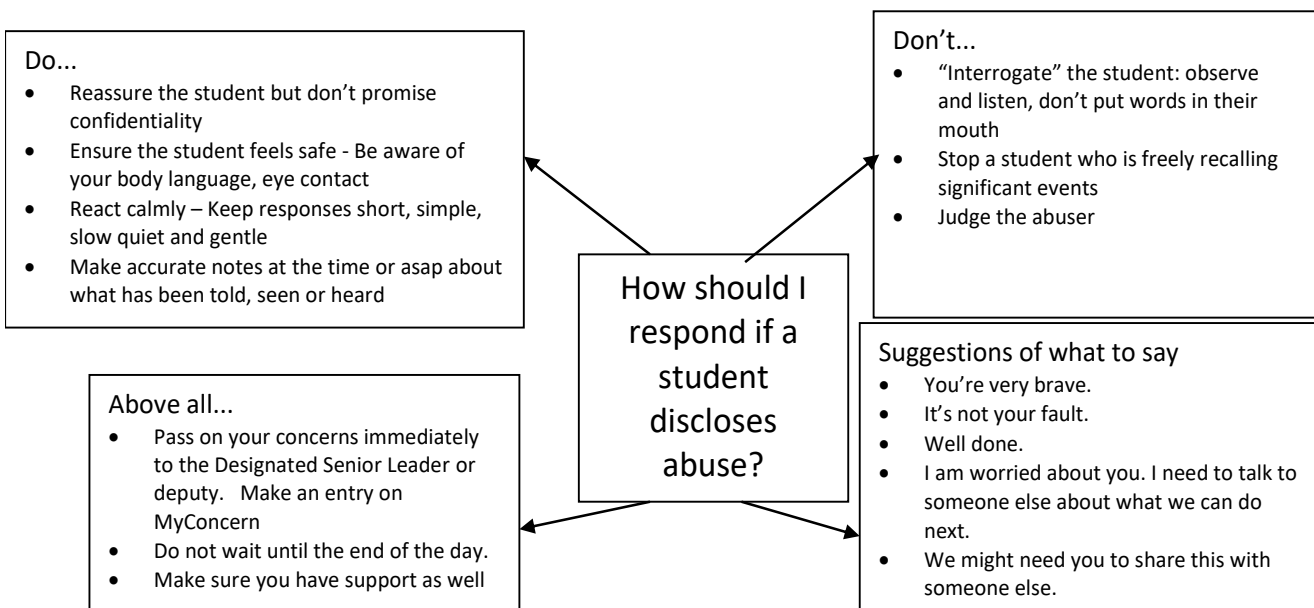
It is everyone's responsibility to protect children and young people
*Staff in schools are often pivotal in identifying and reporting the abuse of children.
 It is vital that everyone knows what the policy says, what to look for, how to respond and who to tell.*

Designated Senior Leader (DSL): Will Hemens.
Deputy DSLs: Liz Weddle, Hannah Lethbridge, Hayley Follett, Louise Tranis, Adam Berman, Nickie Ward, Jonathan Lorrimer, Lauren Myers

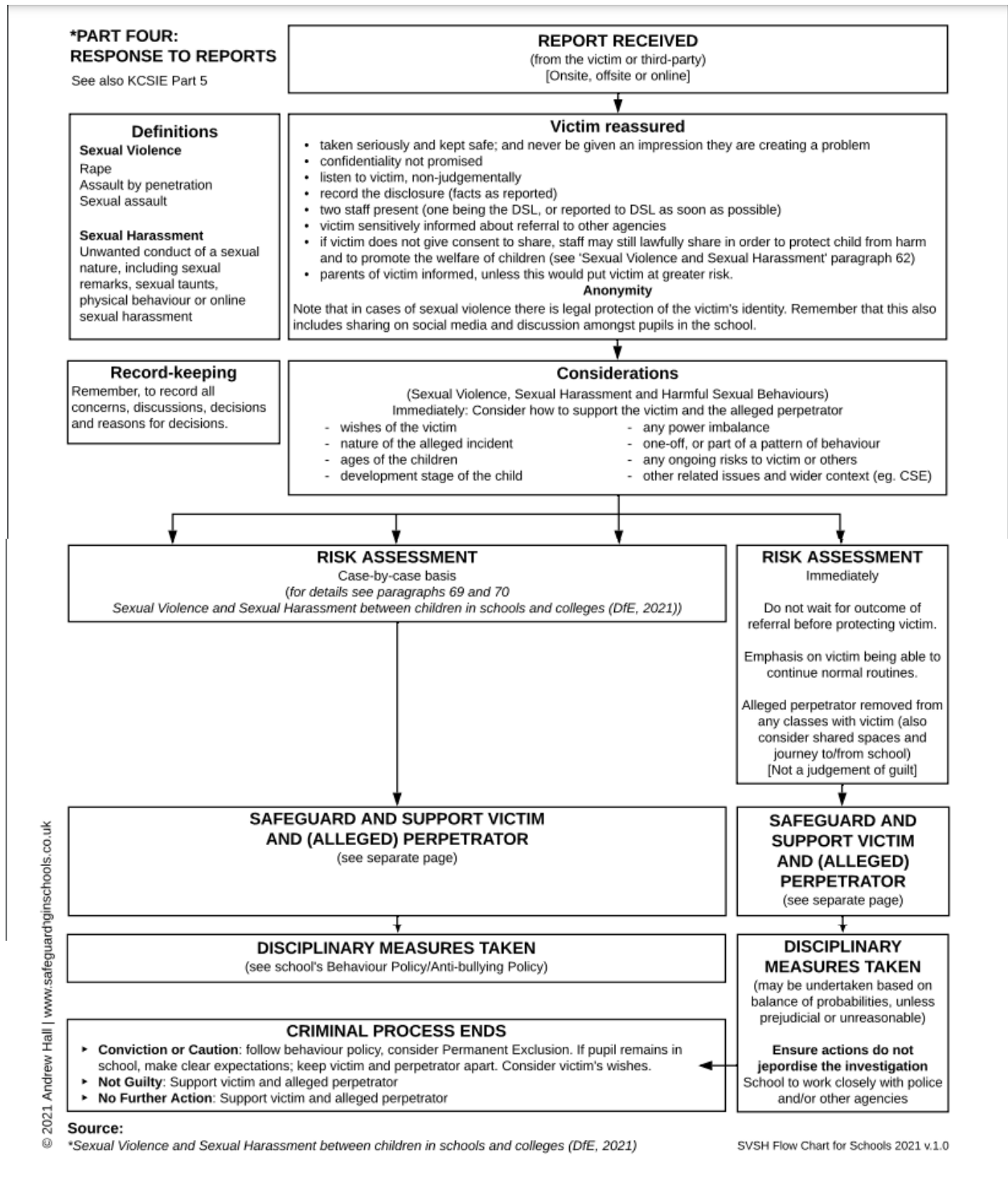


Safeguarding: 3 Rs

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



Appendix 7 – Flow Chart for Reporting on sexual violence/harm



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 (2021)
- 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.

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 (2021)*. 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. 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.