

Safeguarding and Child Protection Policy

Adopted: September 2021
 Amended: September 2022 (inc legal review)
 Last Reviewed: Autumn Term 2025
 Next Review: Autumn Term 2027
 Committee: Inclusion
 FGB

Page	Contents
	Part 1: Introduction
2	Key Personnel, Terminology, Contact Numbers
3	Statement of Intent
	Part 2: Safeguarding and Child Protection Procedures
4	Summary and key actions
	Definitions of Child Abuse
5	How to respond to a student who is disclosing
6	Record Keeping
7	Parental Involvement
	Interagency procedures
	Part 3: Training & Support for Staff
8	Support for Staff
	Part 4: Education, Prevention and Awareness Raising for Students
9	Safeguarding in the Curriculum
	Risk Assessments
	Part 5: Roles and Responsibilities
10	Governors, Headteacher, DSL
11	Senior Staff, All staff
12	Part 6: Monitoring & Evaluation
	Appendices
13	1. Indicators of possible significant harm
14	2. Children who may be particularly vulnerable
15	3. Legislative Framework and Guidance
16	4. Referral Flowchart
17	5. JCoSS Wider Safeguarding Team Structure
18	Addendum: Tackling Extremism and Countering Radicalisation (including online filtering and monitoring)

Key Personnel

Designated Safeguarding Lead (DSL):	Will Hemens	Deputy Head Pastoral
DSL Team:		
	Louise Tranis	Senior Student Support Manager
	Arlette Bibila	Director of Inclusion
	Ben de Jong	Head of Sixth Form
	Robyn Sasto	Behaviour and SG lead for KS3
	Debbie Kaye	Behaviour and SG lead for KS4
	Kerstin Pilkington	Second i/c PSRP
	Louise El-Mesnaoui	SENDCo

*for a overview of how the pastoral and safeguarding teams are structured, see appendix 5:
“Wider Safeguarding Team Structure”

- Nominated Governors for Child Protection are: Keren Greene and Claire Leek, who can be contacted on admin@jcross.barnet.sch.uk (marked for their attention)
- Nominated Governor in the event of a complaint about the Headteacher: Chair (or co-chair) of Governors who can be contacted on admin@jcross.barnet.sch.uk (marked for their attention). For a full list of governor names and roles, please visit [jcross.org/about us/governance](http://jcross.org/about-us/governance) or click the link [here](#).

The roles of each of these personnel, and of the wider staff, are set out in Section 5 (p10)

Key Terminology

- **Safeguarding** refers to measures to protect children from maltreatment, preventing the impairment of their health or development, ensuring that they grow up in amidst safe and effective care and acting to enable best outcomes.
- **Child protection** refers to measures to protect children who have been identified as suffering significant harm, or being at risk of it.
- **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. In this policy “the DSL” refers to this named person above; “a DSL” refers to any member of the team above.
- **Child** includes everyone under the age of 18 and, as appropriate, extends to all students of the school.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education, Sept 2025 (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) – the school is in the London Borough of Barnet but students live in at least 9 different LA areas
- A Integrated Care Board (ICB) for an area within the LA
- The Chief Officer of Police for a police area in the LA area

Contact Numbers: If you have any concerns about a child

- **Barnet Referral and Assessment Team** Tel: 020 8359 4066 (Mon-Thurs 9-5.15; Fri 9-5)
- **Out of Office Hours** Emergency Social Work Service Tel: 020 8359 2000

Part 1: Introduction

Statement of Intent

The Governors and Staff of JCoSS fully recognise their responsibilities and duties to safeguard and promote the welfare of all students at the school.

They 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 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).

This policy applies to all staff, volunteers and governors in the school, and applies both to on-site activities and those that take place off-site.

Through this policy and the work to which it gives strategic framework, the school aims:

- To ensure that the welfare and safety of students is paramount and that there is a climate of trust where disclosures are taken seriously and acted upon quickly.
- To seek out and heed the views and wishes of children, whether directly affected by safeguarding-related issues or more broadly.
- To provide help and support to meet the needs of children as soon as problems emerge.
- To provide a curriculum by which students develop the knowledge and skills they need to stay safe and to recognise abuse .
- To establish and maintain an environment where students feel safe, secure, respected and valued, and which fosters resilience.
- To monitor students who are or may be at risk of significant harm, and ensure that we contribute to assessments of need and support plans for those students.
- To ensure that students feel confident that there are adults in the school to whom they can talk if they are worried, and who will listen and ensure appropriate support.
- To ensure that all staff know their responsibilities in safeguarding students, and that there are clear procedures for reporting concerns.
- To ensure that 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 establish and maintain effective working relationships with other agencies involved in safeguarding children and young people.

Part 2: Safeguarding and Child Protection Procedures

a) Summary

Safeguarding is 'everybody's responsibility' (Lord Laming): it is everyone's responsibility to protect children and young people. School staff, including support staff, are often the people students will turn to when they want to disclose information about abuse.

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

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

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

- **Recognising** signs and behaviours which may be cause for concern.
- **Responding** to the student sensitively as necessary.
- **Referring** the situation to one of the DSL team, who will decide what further action to take and inform appropriate agencies.

It is important to pass on information quickly so that others can take the appropriate actions. NB: safeguarding concerns qualify as a reason to share data and as such override GDPR-related restrictions.

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

- Make a referral to Local Authority Children's Social Care and/or the police immediately. Anyone can make a referral.
- Tell a member of the DSL Team as soon as possible if you make a referral directly
- If appropriate, call Police on 999

Early Help: If you have concerns about a child that fall short of believing a child is suffering or likely to suffer from significant harm, or in immediate danger:

- Where possible, speak to a DSL first to agree a course of action.
- If in exceptional circumstances no DSL is available, speak to another 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.

Referrals for both Child Protection and Early Help can be made by contacting the borough's Multi-agency Safeguarding Hum (M.A.S.H). For Barnet, this number is **020 8359 4066**. If you are unsure whether a case passes the threshold between Early Help and Child Protection, the M.A.S.H will be able to advise.

b) Definitions of Child Abuse

All staff should be alert to signs of possible harm, and be aware of the main categories of abuse. See Appendix 1 for examples which may be cause for concern, and Appendix 2 for groups of students who may be particularly vulnerable.

1. Neglect

- The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

- This may involve a parent/carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical or emotional harm or danger, or failing to ensure appropriate medical care.
- It may also include neglect of a child's basic emotional needs, or an absence of appropriate boundaries and/or parental supervision.

2. Physical Abuse

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

3. Sexual Abuse

- Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.
- Activities may involve physical contact, whether penetrative or non-penetrative acts.
- It may also involve activities without contact, including on-screen or on-line, such as involving children in viewing sexual activities or pornography; encouraging them to behave in sexually inappropriate ways; involving them in the production of pornography.

4. Emotional Abuse

- Persistent emotional ill treatment of a child, causing severe and persistent adverse effects on their emotional development. For example:
- Conveying to children that they are worthless or unloved, inadequate, or valued only for meeting the needs of another person.
- Imposing age- or developmentally-inappropriate expectations on children; exploiting or corrupting them.
- Causing children frequently to feel frightened or in danger.
- Children witnessing or hearing the abuse of others.
- Some level of emotional abuse is involved in all types of ill treatment of a child, but it may occur alone.

5. Female Genital Mutilation

- A person is guilty of an offence if they excise, infibulate or otherwise mutilates the whole or any part of a girl's labia majora, labia minora or clitoris.
- No offence is committed by an approved person who performs surgery necessary for physical or mental health, or during/after childbirth.
- Disclosures/suspicions that FGM has taken place must be reported by the relevant teacher (duty is on teacher directly) to the police straight away (in addition to the usual school reporting procedure). The identity of the girl and clear reasons for raising the concern must be made.

6. Other forms of Child Abuse

- Forced marriages .
- A parent or carer feigning the symptoms of, or deliberately causes, ill health in a child whom they are looking after (Fabricated or induced illness by carer).
- Youth produced sexual imagery – see the Child on Child Abuse Policy.
- Psychological abuse (including name calling, threats, manipulation).
- Technological abuse (e.g. abusive texts, cyber-bullying, abuse via social media).

c) Responding to students who disclose abuse

A member of staff who is the first point of contact for a student wishing to disclose is *a very important person* for that particular student. This is even more the case where a student has communication difficulties (e.g. EAL, EHCP, PSRP students). Staff should be particularly alert in such cases and use their professional judgment and expertise to help overcome such barriers.

The following guidance may be helpful:

- Believe what the student is saying in the first instance.
- Tell them you take what they are saying very seriously. *Be supportive in your response at each stage: this will encourage the student to make further disclosures.*
- Let them know that you understand how difficult it is to talk about such experiences and that they are brave to tell. *Children often drip-feed information, giving small clues over a period of time.*
- Reassure them but **do not promise confidentiality** even about parts or details of a conversation – tell them this is a rule to protect them. *If a serious disclosure is made, decisions about what must be passed on are beyond the responsibility of members of staff.*
- Reassure them that they are not to blame; but do not judge the abuser.
- Ensure they feel safe: be aware of your body language, eye contact.
- React calmly – keep responses short, simple, slow quiet and gentle.
- Do not interrogate them: observe and listen carefully; don't put words in their mouth or ask 'leading questions'. *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.*
- Don't stop a student who is freely recalling significant events. *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.*
- 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 phrases 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'.*
- Do pass on your concerns immediately to a DSL or in their absence 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.
- A DSL 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.

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 Care 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 the DSL team.

d) Record Keeping

- Records of safeguarding disclosures will be held in line with our records retention schedule.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. In case of doubt, discuss it with the DSL.
- Non-confidential records will be easily accessible. 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.
- 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 placed in a sealed envelope marked Confidential and retained in a locked filing cabinet in the DSL's office.
- Electronic versions of referrals are kept in the secure SLT drive under the Safeguarding folder.

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

The following may be helpful as guidelines generally and 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 CPOMS report with the injury indicated.

In the event of a referral being made, the DSL will contact the Social Services department of the relevant Local Authority and submit the report in accordance with their procedures.

e) Parental Involvement

JCoSS is committed to a partnership with parents wherever possible. We 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 that doing so might put the child at increased risk of abuse, maltreatment or threats; or if there is a risk of unreasonable delay, loss of evidential material, or increased risk to any member of staff.
- The student's view may also be taken into account in deciding to inform the family, particularly where they are sufficiently mature to make informed judgments about the issues
- Where there are reservations about involving the student's family, a DSL 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).

f) 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.

- A DSL 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.
- Social Services will decide on the next course of action within one working day and feedback to referrer. This will include what the student and parents will be told, by whom and when.
- 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 DSL will keep relevant staff informed on a 'need-to-know' basis.
- Students who have been identified as 'at risk' will be monitored by the DSL team and agreed further action taken if needed.
- A DSL or appropriately informed member of staff will attend 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 will be informed of any concerns, exclusions or changes in the child or their circumstances.
- If a student subject to a Child Protection Plan is absent for two days without satisfactory explanation, the EWO and/or Social Worker will be informed.
- DSLs are trained in the use and completion of the CAF.
- Key agencies will be asked periodically for feedback on our working practices with support services, and practice and policy reviewed in the light of it.
- 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.

Part 3: Training and Support for Staff

- The DSL team will receive Local Safeguarding Children's Board approved training every two years.
- During the intervening period, they have a duty to keep up to date with the latest guidance and will have access to appropriate training as organised or promoted by the LA or others.
- All staff will undertake safeguarding and child protection training during their induction to the school to ensure they understand the school's safeguarding systems, know their responsibilities, can identify signs of possible abuse or neglect, and are familiar with whistle-blowing procedures.
- This training will be regularly at least annually, in line with advice from the 3 safeguarding partners: all staff will receive Level 1 training every 3 years delivered by the LA.
- 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 and staff meetings) as required.
- All ECTs receive additional training as part of their induction programme.
- It is the responsibility of Line Managers to ensure that all temporary staff and volunteers are given clear guidance about their safeguarding responsibilities. This will include the requirement to

familiarise themselves with relevant policies and documents (including reading Appendix 1 of KCSIE '24). They should be given a summary copy of procedures and know how to report concerns.

- All members of the SLT, the Chair of Governors and other appropriate Governors and Senior Staff involved in appointing staff will receive Safer Recruitment Training.
- Governors as a body have overall responsibility for safeguarding (see Section 5 below). They will receive safeguarding training as required, and will be given an outline of the training given to staff each year.
- All technical, practical and support staff will have access to relevant Health, Safety and Welfare Training and retraining.
- All Leaders of Educational Visits have a duty to be familiar with the Educational Visits Policy and be guided 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.

Support for Staff

- Dealing with disclosure from a student, and a child protection case in general, is likely to be a stressful experience.
- We will support staff by providing opportunities to discuss anxieties with a DSL and/or to seek further support. In cases of serious abuse or trauma other sources of support may be engaged.
- We recognise that a DSL should also have access to support as well as access to appropriate workshops, courses or meetings.

Part 4: Education, Prevention and Awareness Raising for Students

a) Safeguarding in the Curriculum

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
- Positive Behaviour Sessions
- Assemblies, including the use of 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

b) Risk Assessments

Safeguarding of children includes promoting awareness of the everyday Health and Safety risks posed by 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:

Category of Risk Assessment	Staff responsible and other consultants
Admitting or re-admitting students whose behaviour may place other students or staff at risk	DSL, 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	DSL, staff with greatest knowledge of the child/concerns, parents and relevant LA advisors and external services
Healthcare Plans	Student Services, Director of Inclusion, parents and student (with medical input as required)
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 Leaders, 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 5: 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:

- The ethos of the school promotes positive practice in relation to Safeguarding.
- Policies and procedures for Safeguarding and Child Protection, Health, Safety and Welfare are in place, made available to parents on the website, and compliant with the law.
- All Governors read Keeping Children Safe in Education regularly as updated.
- A member of the school's SLT is appointed as DSL, with appropriate line management; likewise as DSL for Children in Care.
- Appropriate Child Protection Training is undertaken by Governors and this is reviewed annually.
- 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.
- Policies are in place for the safe management of allegations.
- 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, regularly monitors and evaluates the effectiveness of the school's work in this area and reports back to the full Governing Board.
- A designated safeguarding governor scrutinised the school's Single Central Record at least annually
- 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 Headteacher's Responsibilities:

The Headteacher is responsible for ensuring that:

- The school's practice follows the legislative framework and recommended guidance.
- a member of SLT is appointed as DSL, with responsibilities set out in their job description.
- the DSL team is formally trained every 2 years and kept up to date with the legislation and guidance.
- the school has a Safeguarding and Child Protection Policy, reviewed annually, communicated to all staff, volunteers and governors and available for parents.
- all staff and volunteers receive refresher training every three years on Safeguarding and Child Protection, as appropriate to their role.
- all newly appointed adults (inc temporary and volunteers) receive induction in Safeguarding and Child Protection, are aware of and follow the school's policy and procedures.

The Designated Senior Leader's Responsibilities

The DSL is responsible for ensuring that:

- Staff have appropriate modelling in best practice in Safeguarding and Child Protection, and access to support and expertise.
- Staff are made aware of appropriate training courses and the latest policies on Safeguarding.
- The school has a culture of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them .
- 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/EWO is informed of their context, including concerns about absence, exclusions, changes in 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.
- There is appropriate input to the curriculum on Safeguarding and Child Protection
- School staff are informed as required about the welfare, safeguarding and child protection issues of students, especially those with a social worker, to promote their educational outcomes.
- The school's online filtering and monitoring is robust and regularly reviewed, in collaboration with the Network Manager and in compliance with Online Safety in Schools: Guidance for Filtering and Monitoring (DfE 2023).
- The DSL, in collaboration with the Network Manager ensures that online filtering and monitoring is risk-based, age-appropriate, and reviewed annually in line with DfE standards.
- The Headteacher is kept aware of any Safeguarding or Child Protection concerns

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 and volunteers in their teams are familiar with relevant Safeguarding policy and practice
- Health and Safety Policies and procedures are in place and adhered to .
- Risk Assessments are completed, checked and updated for all relevant activities in their area, including educational visits and journeys.
- Transport providers are asked for up-to-date details of enhanced DBS checks and basic safeguarding training for their drivers.

Responsibilities of All Staff and other relevant adults

All staff should:

- be familiar with the School Safeguarding and Child Protection Policy and procedures
- read and understand part 1 or Annex A as appropriate of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education Sept 2025](#), 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 DSL team or SLT).
- know whom to contact about allegations made against staff
 - For allegations against teaching or support staff: the Headteacher
 - For allegations against the Headteacher: a Deputy Head, who will contact the Chair of Governors.
- be sensitive to signs which may indicate possible safeguarding concerns.
- be aware that inappropriate behaviour towards a student is unacceptable and that their conduct towards students must be beyond reproach.
- 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.
- Raise concerns ('whistle-blow') by speaking to the DSL or by contacting Barnet Children's Services on 020 8359 4066 (or 020 8359 2000 out of hours) if
 - concerns are not taken seriously by the school
 - action to safeguard the child is not taken by professionals and
 - the child is considered to be at continuing risk of harm

Part 6 - Monitoring and Evaluation

Day to Day

- Whenever possible all concerns raised with the DSL will be discussed with the DSL team and/or Headteacher before any action is taken.

Policy Review

- The policy and procedures will be reviewed annually by the DSL and updated where necessary .

Review of Practice

- The Safeguarding Governor will annually monitor and evaluate the effectiveness of child protection work carried out by the school and report to the full Governing Board.
- Information will be provided on request to the Local Authority by the Governors about Safeguarding 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 and how to develop a healthy and safe lifestyle.
- Students will be surveyed annually on their views regarding safeguarding.

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.

Physical Abuse

- Unexplained injuries or burns, particularly if 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

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

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
- Acting in a sexually inappropriate/harmful or seductive ways towards others

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

Particular categories of student vulnerable to abuse include

- **Children who have been assigned a social worker or other external support agent.**
The DSL will be the person of contact for the LA's Virtual School and will co-ordinate any extra support or plans. Children with an allocated social worker are flagged on our safeguarding record system, CPOMS.
- **Children in Care**
The DSL is also nominated as DSL for Children in Care, and responsible for liaison with the Local Authority, Social Workers and other professionals and agencies.
- **Students with Special Needs or Disabilities, including those in the PSRP**
Additional barriers can exist when recognising abuse and neglect in this group, including:
 - Assuming that indicators of abuse 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.
- **Children Absent or Missing from Education**
 - **'Absent from Education'** refers to sporadic, repeated short term absences from school.
 - **'Missing from Education'** refers to prolonged period of absence (typically 15 school days).
 - Poor attendance or a child going missing from education can be both symptom and cause of safeguarding issues, putting students at higher risk of abuse, exploitation, health problems and other potential harm.
 - We regard our procedures for unauthorised absence as part of our safeguarding responsibility.
 - All staff are to be vigilant in spotting these trends and Pastoral Leaders, Student Services and the DSL are responsible for ensuring appropriate support is offered.
 - In cases of unexplained absences, Student Services will email parents on the same day. If there has been no reply by a second day of absence, Student Services will phone parents (and other secondary contacts if necessary) while also notifying a pastoral leader (HoY/Head of Year). For prolonged, unexplained absences, staff will take one or some of the following actions: home-visit, referral to MASH, referral to EWO.
 - The school liaises regularly with EWO and LA safeguarding officials and will seek their advice if students leave school at non-standard transition points.
 - School is obliged to inform the LA if parent of a child with an EHCP decides to Home Educate them.

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 students who are:

- young carers.
- affected by parental substance misuse, domestic violence or a family member's mental health needs.
- vulnerable to being bullied, or engaging in bullying .
- living away from home or asylum seekers; living transient lifestyles .
- living in chaotic and unsupportive home situations or in temporary accommodation.
- vulnerable to discrimination and maltreatment on the grounds of a protected characteristic .
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.
- Using English as a second or other language.
- 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

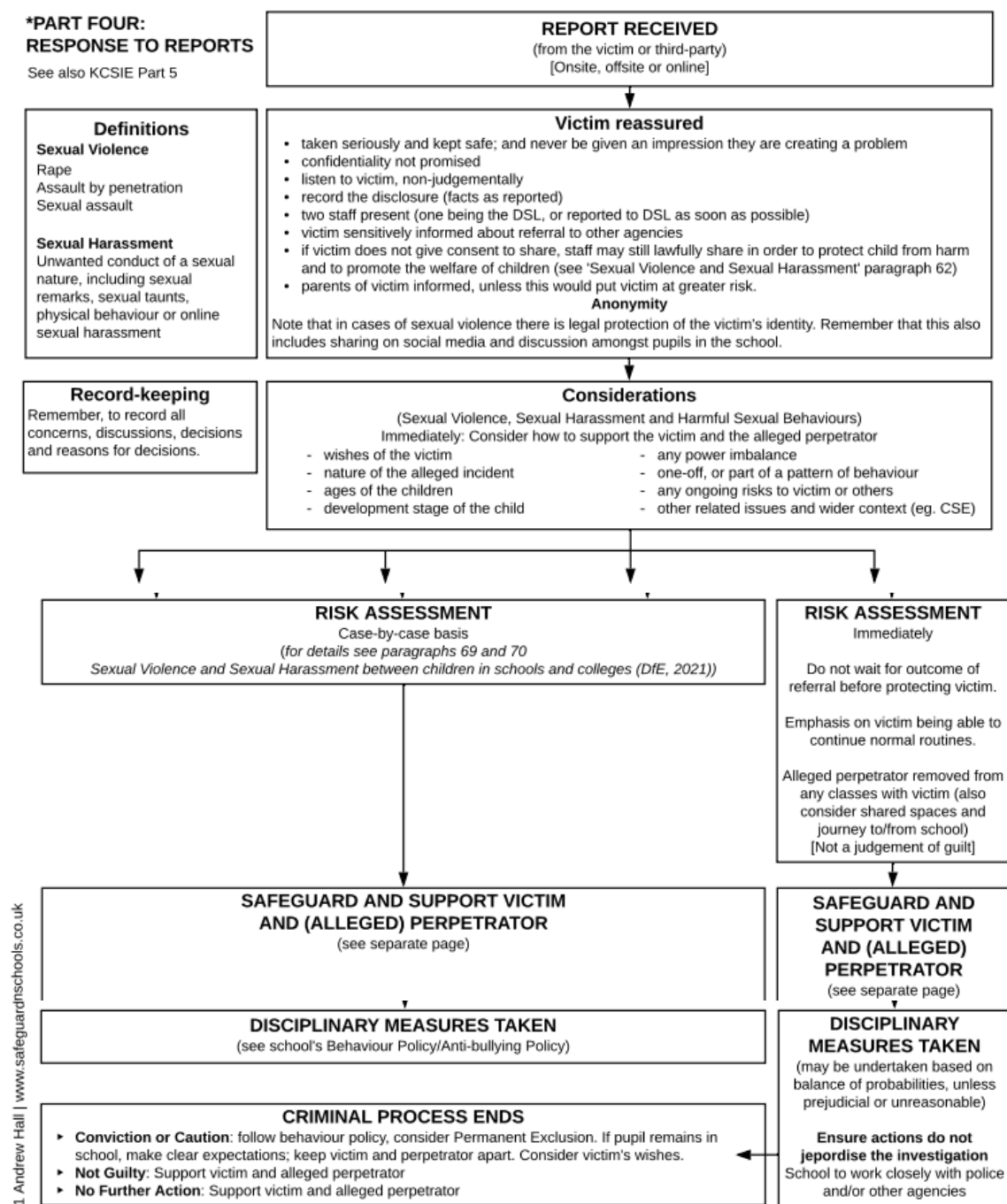
We acknowledge that safeguarding is not just about protecting children from deliberate harm but includes issues addressed in the full range of school policies. All staff are required to read, and confirm they have read, Part 1 of the [Keeping Children Safe in Education](#) DfE guidance document.

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](#)
- Children Missing in Education Statutory guidance 2016
- Equality Act 2010
- Public Sector Equality Duty advice to schools
- 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)
- Working Together to Safeguard Children (DfE 2023)
- Keeping Children Safe in Education (DfE 2025)
- Safeguarding Vulnerable Groups Act 2006
- Multi-agency statutory guidance on female genital mutilation
- Female Genital Mutilation Act 2003 Guidance Resource Pack
- 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

Appendix 4 – Flow Chart for Reporting on sexual violence/harm

This flowchart is included because of the specific additional requirements of police involvement in cases of this nature.



Appendix 5 - JCoSS Wider Safeguarding Team

MASH referrals and
delegation
Level 3 Trained

DSL- Will Hemens

DDSL

Ben de Jong

Specific oversight of 6th
Form

DDSL

Louise Tranis

Specific oversight of SG
transition in and out of main
school

DDSL

Arlette Bibila

Specific oversight of PSRP
and Learning Support

MASH referrals (with support)
and supporting lower-level
Referrals
Level 3 Trained

**KEY STAGE Beh & SG
LEADS
Robyn Sasto & Debbie
Kaye**

**HoY 12 & 13
Lisa Kritz
Carolyn Raven**

**HoY 7-9
Daniella Morris
Dario Germain
Sheldon Mordsley**

**HoY 10-11
Stephen Hoare
Tanya Gaunt**

**PSRP
Kerstin Pilkington**
Level 3 Trained
(*can make Early
Help referrals in
context of SEN)

**Learning Support
Louise El-
Mesnaoui**
Level 3 Trained
(*can make Early
Help referrals in
context of SEN)

Welfare checks when requested. Early Help Referrals with support* Lower-level welfare/behaviour/home concerns on CPOMS

Addendum 1: Tackling Extremism & Preventing Radicalisation

Background

Safeguarding students from risk of harm is an important part of a school's work; protecting them from extremism is one aspect of that. We recognise our role in educating children and young people about extremism and being able to identify if students start to become radicalised.

Ethos

At JCoSS we aim to ensure that our vision, values, curriculum and teaching promote tolerance and respect for all cultures, faiths and lifestyles. We take seriously our duty to prepare our children for life in modern Britain as well as to keep them safe. This is an expression of our pluralist Jewish ethos, not in opposition to it.

The JCoSS Trustees are formally responsible for this ethos and, through the Governing Board and the SLT, are responsible for ensuring that it is reflected and implemented in the day to day life of the school.

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 (2025)
- Prevent Duty Guidance (2023)
- 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 | • Personal, Social, Health & Citizenship Education |
| • Behaviour for Learning Policy | • Spiritual, Moral, Social, Cultural (SMSC) Policy |
| • Child Protection and Safeguarding Policy | • Staff Code of Conduct |
| • Equality Policy | • Teaching and Learning Policy |
| • Lettings 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.
- **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

- a) **The Governing Board will** ensure that the school meets its statutory duties with regard to preventing radicalisation. There is a nominated Governor who liaises with the Headteacher and other staff about issues to do with protecting children from radicalisation.
- b) **The Headteacher will ensure** that the school and its staff implement the duty to prevent radicalisation on a day-to-day basis; that the school's curriculum addresses the issues involved in radicalisation; and that staff conduct is consistent with preventing radicalisation
- c) **The Designated Safeguarding Lead will ensure** that staff understand the issues of radicalisation, can recognise signs of vulnerability or radicalisation and know how to refer their concerns; to receive safeguarding concerns of this nature and make appropriate referrals; to liaise with partners, including LA and police; and to report to the Governing Board governing body on these matters
- d) **The role of staff** is to understand the issues of radicalisation, recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

- i. Our curriculum is broad and balanced, in order to prepare students for life in modern Britain. We encourage inquisitive learners, open to new experiences and tolerant of others. It is built on the values of dialogue and respectful debate. The use of the *Mensch* acronym to develop learners into resilient, thoughtful, reflective human beings is integral to life at the school, academically, pastorally and through every facet of our ethos.
- ii. The teaching of RE and the focus on interfaith work throughout the school further enhances students' understanding of the world around them, and builds commitment to the importance of being young Jews in British Society. The Kvutzah (PSHCE) curriculum promotes the values of the Rule of Law, Democracy, Mutual Respect, Tolerance and Individual Liberty.
- iii. 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 fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

IT systems

- i. The filtering systems used in our school blocks inappropriate content, including extremist content. It also blocks social media such as Facebook.
- ii. Searches and web addresses are monitored and IT technicians alert senior staff to concerns and prevent further access when new unblocked sites are found. The DSL meets regularly with the Network Manager to review this and updates the linked governor annually.
- iii. All school devices, and any personal student devices that access the internet via the school wifi, are monitored by Senso (software) in real time. This is a managed service and the DSL is provided with regular reports and is contacted straight away in the event of a serious concern being detected.
- iv. Linked governors regularly review online filtering and monitoring arrangements
- v. We are aware that many young people have unfiltered internet access when using their mobile phones. Our policy on mobile phone usage means that students are very rarely able to access their mobile phones during the school day: in almost all circumstances, students' mobile phones are lock in YONDR pouches for the duration of the school day. Staff are alert to the need for vigilance when students are using their phones
- vi. The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Students and staff sign this to confirm they have understood what is acceptable.
- vii. Students and staff know to report internet content that is inappropriate or of concern.

Staff Training

Staff are trained to understand the issues of radicalisation, to recognise signs of vulnerability or radicalisation and to refer their concerns. This forms part of induction safeguarding training and is updated as necessary on particular safeguarding concerns during weekly Staff Briefings.

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 (2025)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

- i. 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.
- ii. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers are supervised at all times and only speak to students with a member of staff being present.
- iii. 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 susceptibility

There are no known definitive indicators that a young person is susceptible to radicalisation, but there are number of signs that together increase the risk. Signs of susceptibility 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 towards 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
- 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

- The referral process is identical to that for broader Safeguarding concerns.
- If a student 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.
- 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 LA Children's Social Care
- Any referral to Channel can only take place with the student's consent.
- If in urgent and exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of SLT and/or seek advice from LA Children's Social Care.
- Any member of staff (or other adult) can make a referral to LA Children's Social Care directly.
- The DfE also has a dedicated telephone helpline, 020 7340 7264 or email counter.extremism@education.gov.uk. NB 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