

Yesodey Hatorah Senior Girls School



Child Protection and Safeguarding Policy

Last reviewed on: November 2025

Next review due by: Autumn Term 2026

Key Personnel	Name (s)	Contact details
Designated Safeguarding Lead (DSL)	Mrs Y Steinberg	0208 826 5500 ext. 152
Deputy DSL(s)	Mrs C R Klein	0208 826 5500
Principal/Menacheles	Rabbi C Pinter Mrs S Mossberg	0208 826 5500
Proprietor / Chair of Governors	Rabbi B Dunner	0208 826 5500
Nominated Safeguarding Governor	Mrs S Weiss	0208 826 5500
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)		<p>IF YOU ARE WORRIED ABOUT A CHILD OR NEED TO MAKE CONTACT WITH A LADO about an allegation against a staff member, click relevant link below.</p> <p>Barnet: Barnet Safeguarding Children information</p> <p>Haringey: https://haringeyscp.org.uk/p/what-to-do-if-you-are-worried-about-a-child</p> <p>Hackney: LADO@hackney.gov.uk , 0208 356 4569</p>
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Teacher for Looked After Children	Mrs Y Steinberg	0208 826 5500 ext. 152
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School PREVENT Lead	Mrs Y Steinberg	0208 826 5500 ext. 152

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Local Authority Early Help Service	Hackney MASH 0208 356 5500; MASH@hackney.gov.uk Barnet MASH 020 8359 4066; mash@barnet.gov.uk Haringey MASH 020 8489 4470; mashreferral@haringey.gov.uk Canvey Island MASH Phone: 0345 603 7627	
Multi Agency Safeguarding hub (MASH)		
Out of hours Emergency Duty Team (EDT)		0208 356 2710
Police	Child Abuse Investigation Team (CAT)	101 or in emergencies 999

This policy should be considered alongside school child protection risk assessment checklist (Appendix 2) and other related policies in school.

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Introduction

Our school's safeguarding policy outlines a whole school approach to Safeguarding. It clearly states our school's commitment to the development of good practice and sound procedures. It gives direction to staff and others about expected responses to Safeguarding and child protection issues. This ensures that concerns, and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child. We are committed to safeguarding and promoting the welfare of children who attend our school. Children includes everyone under the age of 18.

Our school fully recognises the contribution it can make to protect and promote the welfare of children in school and beyond. Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

There are three main elements to our Safeguarding Policy:

a) **Prevention:**

Maintaining a positive and vigilant whole school approach, teaching children about safeguarding themselves, including online. Children will be taught to recognise when they are at risk and how to get help when they need it.

We encourage and support pupils to speak about their concerns and our pastoral support is responsive to pupils.

Staff members working with children are advised to maintain an attitude of 'it could happen here' when safeguarding is concerned about the welfare of a child, staff members should always act in the interests of the child.

b)Protection:

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns. School staff and education practitioners 'have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse, exploitation or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. Practitioners in Schools will also be well placed to act in the best interest of the child and give a view on the impact of treatment or intervention on the child's care or behaviour.' (Working Together to Safeguard Children 2023).

c)Support:

- To pupils who may have been abused.
- To staff who have been involved in managing a disclosure.
- To staff who have had an allegation made against them.

Statutory Framework:

This policy applies to **all** adults, including temporary staff¹, volunteers and governors. The policy has been developed in accordance with the principles established by

- 'Keeping Children Safe in Education' September 2025.
- The Children Acts 1989 and 2004.
- Section 128 of the Education Act 2002.
- Education and Skills Act 2008.
- 'Working Together to Safeguard Children' 2023.
- Children's Social Care National Framework December 2023
- Improving Practice with Children, Young People, and Families updated May 2024
- [Data protection in schools - Sharing personal data - Guidance - GOV.UK](#)
- 'What to do if You are Worried a Child is Being Abused' 2015.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

- [Sexual Violence and Sexual Harm between children in Schools and Colleges Sept 2021](#)
- [Relationships Education, Relationships and Sex Education and Health Education guidance 2020](#)

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

School Commitment

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to. (See Pupil Voice below.)
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty, and particularly if bullying or harassment has been of a personal or intimate nature (SVSH)– whether on or offline. They should not have to be concerned that they will be shamed, or not listened to and provided with support and safety. School has bulletin boards to signpost pupils to the DSL, deputy DSL and pastoral staff. School has a box where pupils are able to self-refer for support.
- Establish and maintain an ethos where children are supported with their Emotional Wellbeing and Mental Health. This will be achieved through general staff training sessions and specific training for pastoral staff. We also have external support through WAMHS and NOA.

- Include in the curriculum activities and opportunities for PSHE and RSE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse. PSHE / RSE curriculum / Online safety curriculum / Respect Curriculum.

Staying safe is emphasised and modelled during assemblies, pupil safeguarding training (*shema Koli* workshops), JTeen 13 Life Hacks Curriculum Project, the *Kodesh* curriculum *Mishmeres* activities and *hilchus yichud* training.

- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. These skills are modelled through our childcare courses, our finance, business and citizenship courses, through the PSHE curriculum, and our *chessed* programmes.
- Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies. Examples of this are parent communications, parent focus groups, newsletters, initial meetings with parents of new pupils', speakers for parents.
- Work with families in strength-based ways that centre on the importance of building positive, trusting, and co-operative relationships to deliver tailored support to families through:
 - Exploring the needs of all members of the family as individuals and consider how their needs impact on one another as well as how the family network could support and help de-escalate issues
 - A dynamic process, not an event, analysing and responding to the changing nature and level of need and/or risk faced by the child from within and outside their family
 - Recognising and respecting the individual and protected characteristics of families, including the ways in which these can overlap and intersect, ensuring support reflects their diversity of needs and experience
- We strive to encourage ALL of our students to be tolerant and respectful of differences. We will encourage pupils to realize that intolerance and negative attitudes towards others, merely due to their diversity, is detrimental not only to the person in question, but also to oneself.
- In line with KCSIE (2025) our school has introduced a comprehensive RSE curriculum. This will be designed to mitigate prevent and lower risk of bullying, personal violence, behaviour and discrimination in school, mental health and behaviour issues. It will be delivered cross

curricula with much of it emerging from our *Kodesh* curriculum. At all times it will remain consistent with our school's Torah values.

- Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2023. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Moreover, no single professional can have a full picture of a child's needs and circumstances - if professionals share information and work together the right help can be given to the child. This includes providing a co-ordinated offer of **Early Help** when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Have effective behaviour systems in place. The Education and Inspections Act 2006 states, 'all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. This Act also gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

Pupil Voice

We value pupil voice as part of a whole-school commitment to listening to the views, wishes and experiences of all children and young people. We place value on what children and young people tell school staff about their experiences. It builds the parents and children's confidence in the school being a safe and responsive environment.

This is portrayed through the importance our school attaches to our pastoral care (see pastoral pathway as appendix of Behaviour Policy). Our pupils meet with their Form Teacher one-on-one at least once per term and more often if necessary. We offer regular *hashkofo* and PSHE sessions in addition to a self-referral box that may easily be accessed by pupils. We provide activities which incorporate a strong focus on *middos* and self-development, and encourage *chessed* programmes which develops an emphasis on social responsibility.

Pupil Voice is a very important part of the school's strategy to minimise and address risks to children such as Child-on-child abuse including SVSH, bullying including online and any concerning staff behaviour.

Some of the ways we promote Pupil Voice:

- Regular opportunities for children and young people to share their views with each other and school staff.
 - School pupil representative. Pupils may meet to report concerns to the pupil representative and stay anonymous if they prefer. The representative's role is to meet with the pastoral lead to convey pupil feedback.
 - Holding a form teacher / class teacher meeting to discuss new rules and encouraging all pupils to contribute, in a non-threatening environment.
 - Assemblies to make sure pupils understand a school's commitment to knowing what children want and need.
 - Pupil questionnaires
 - Parents meetings to discuss issues and seek views.

We seek to hear views of pupils on many different aspects of school life. For example: the curriculum, how pupils like to learn, facilities and the physical environment of the school, break times, after-school activities, uniform, welfare and bullying. We feedback the results to the pupils.

Roles and Responsibilities

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children, and know their responsibilities. In order to fulfil these effectively, all professionals – direct practitioners - should make sure their approach is child-centred and contextual. This means that they should consider, at all times, and act in the **best interests** of the child. This includes taking into account the wider environmental factors that are present in a child's life that are a threat to their safety and/or welfare. Practitioners should recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental neglect.

All adults working with or on behalf of children have a responsibility to ensure children have a safe environment. Staff must recognise that they are in a position to identify concerns from escalating.

There are, however, key people – direct practitioners – within schools and the Local Authority who have specific responsibilities under Safeguarding and child protection procedures. These and the names of those carrying these responsibilities in school for the current year are listed in the key personnel section on page 2 of this document.

Responsibilities of All Staff

All staff have a duty to safeguard and promote children's welfare, always acting in their best interests.

1. Reporting Concerns
 - Report safeguarding concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
 - Document concerns accurately and follow school procedures.
 - Report concerning behaviour of adults working in school and both through allegations, whistleblowing and reporting low-level concerns.
2. Safeguarding Awareness
 - Familiarise themselves with the school's Safeguarding & Child Protection Policy, Online Safety , Behaviour Policy, and Whistleblowing Policy.
 - Recognise signs of abuse, neglect, exploitation, radicalisation, and child-on-child abuse.
3. Professional Conduct & Boundaries
 - Maintain professional relationships with pupils, ensuring safe and respectful interactions.
 - Use technology responsibly, adhering to the school's Code of Conduct.
4. Mandatory Training
 - Complete safeguarding and child protection training at induction and refresh it annually.
 - Undertake additional training as required (e.g., Prevent Duty, online safety, first aid).
5. Creating a Safe Environment
 - Promote a safe, supportive, and inclusive learning environment.
 - Enforce behaviour policies and anti-bullying measures.
 - Report all Health and Safety issues to the office.
6. Confidentiality & Information Sharing
 - Share safeguarding concerns only with relevant school staff or external agencies in line with UK GDPR and the Data Protection Act 2018.
7. Parental & External Engagement
 - Work with parents, carers, and safeguarding agencies to support at-risk children.
 - Escalate concerns appropriately.
8. Responding to Student Disclosures
 - Listen carefully, take concerns seriously, and avoid promising confidentiality.
 - Report disclosures to the DSL.
9. Monitoring, Attendance & Health & Safety
 - Be vigilant about attendance patterns and follow school procedures when children are absent.
 - Conduct risk assessments when required.
 - Follow procedures for reporting hazards, accidents, and near misses.
 - Ensure first aid provisions are accessible and respond appropriately to medical emergencies.
 - Promote hygiene and infection control measures, including protocols for illness outbreaks.
 - Adhere to fire safety procedures and emergency preparedness plans.
10. Online Safety & Cybersecurity
 - Promote online safety and responsible internet use.
 - Follow cybersecurity protocols, including secure data handling and reporting breaches.

Designated Safeguarding Lead (DSL) & Deputies

Managing Referrals

- Refer and support staff in referral of cases of suspected abuse, neglect and exploitation to local authority children's social care.
- Refer cases with radicalisation concerns to the Channel programme and support staff in doing the same.
- Refer cases where a person is dismissed or leaves due to risk/harm to a child to the Disclosure and Barring Service (DBS).
- Report potential crimes to the police as required.

Working with Others

- Act as a source of support, advice, and expertise for staff in Safeguarding matters
- Serve as a point of contact with safeguarding partners.
- Liaise with the headteacher about any ongoing investigations. Also to support and monitor vulnerable children's behaviour, attendance and educational outcomes.
- Work with the local authority designated officer (LADO) on concerns related to staff members.
- Collaborate with teachers, pastoral staff, school nurses, IT technicians, SENCOs, and mental health leads on safeguarding matters.
- Promote parental engagement in safeguarding efforts.
- Take lead responsibility for supporting the educational outcomes of children in need.

Information Sharing & Child Protection Files

- Ensure child protection files are up to date, confidential, and securely stored. Only accessible by those who need them.
- Maintain detailed records, including:
 - A summary of concerns.
 - Actions taken , outcomes.
 - Reasons for not referring case (if relevant)
- Transfer child protection files to new schools within the required timeframe. Share relevant information with new schools to support a child's welfare.

Raising Awareness

- Ensure all staff understand the school's child protection policies and procedures.
- Annually review and update safeguarding policies with governing bodies.
- Ensure policies are publicly available and that parents understand referral processes.
- Keep staff informed about training opportunities and local safeguarding policies.

- Share safeguarding information with school leadership to improve educational outcomes.

Training, Knowledge & Skills

- Complete safeguarding training every two years, including Prevent awareness training.
- Stay informed about assessment processes for early help and statutory intervention.
- Understand child protection case conferences and review meetings.
- Be knowledgeable about the effects of trauma and adversity on children.
- Be aware of the unique risks related to online safety, SEND children, and radicalisation. Be aware of specific local risks.
- Refresh knowledge through regular updates, at least annually.

Understanding the Views of Children

- Foster a culture where children feel heard and understood.
- Build trusted relationships to facilitate open communication with children.

Holding & Sharing Information

- Understand the importance of information sharing within and between schools and agencies.
- Comply with data protection laws, including the Data Protection Act 2018 and UK GDPR.
- Maintain detailed, accurate, and secure written records of safeguarding concerns and decisions.

Online Safety

- Lead on Online Safety strategy ensuring filtering and monitoring is appropriate to the schools' needs and requirements, both for pupil and staff online activity, and use of digital devices.
- Act on concerns emerging from filtering and monitoring
- Have access to effective Prevent advice and is aware of local procedures for making a Prevent referral. The full responsibilities of the DSL/DDSL are set out in their job description
- Have access to effective Prevent advice and is aware of local procedures for making a Prevent referral. The full responsibilities of the DSL/DDSL are set out in their job description

Designated Looked After Children Lead

- The DSL also serves as the Designated Teacher for Looked After Children.
- Work with staff to provide additional support for these children, ensuring their needs are met.

Governing Bodies

The Governing Body holds overall responsibility for ensuring that safeguarding is at the heart of the school's culture and practices. They play a critical role in setting the tone for safeguarding, ensuring that policies and procedures are robust, and that a culture of safeguarding is embedded across the entire school community. Their responsibilities extend beyond statutory compliance, encompassing leadership, accountability, and promoting a whole-school approach to safeguarding.

a. Promoting a Culture of Safeguarding

Governors must actively promote and support a culture where safeguarding is embedded in all aspects of school life. This includes:

- **Leading by example:** Governors and the proprietor must demonstrate a clear commitment to safeguarding by placing it at the forefront of strategic decision-making. This commitment should be visible in both governance meetings and day-to-day operations.
- **Embedding safeguarding into the school ethos:** Safeguarding should be a core value that underpins all policies, practices, and actions. Governors should ensure that safeguarding is part of the school's culture, not just a set of procedures to follow.
- **Championing safeguarding within the school community:** Governors must ensure that safeguarding is everyone's responsibility, with every member of the school community (staff, students, and parents) understanding their role in keeping children safe.
- **Encouraging a "whole school" approach:** The governors must ensure that safeguarding is not isolated but woven into the fabric of school life. This includes integrating safeguarding with the curriculum, extracurricular activities, and the behaviour and pastoral policies.

b. Online Safety, Filtering, and Monitoring

Governors must ensure the school has effective measures in place to safeguard children in the digital space, as outlined in **Keeping Children Safe in Education 2025**:

- **Ensuring the school has robust online safety policies** that reflect the current online risks children face, including cyberbullying, online exploitation, and radicalisation.
- **Reviewing and approving online safety strategies**, including ensuring that the school's filtering and monitoring systems are effective in preventing access to inappropriate content and ensuring students' safety online.
- **Ensuring effective monitoring systems** to track and manage online activity, identifying and addressing potential safeguarding concerns. These systems must be regularly reviewed to ensure they are up to date and effective in protecting children.

- **Assessing the risk profile of students** based on factors such as age, special educational needs (SEND), and other vulnerabilities to ensure that filtering systems are tailored appropriately to different user groups within the school.
- **Designating a governor responsible for online safety** who works alongside the senior leadership team (SLT) and IT providers to ensure that policies on filtering, monitoring, and online safety are fully implemented, including addressing cybersecurity concerns.
- **Embedding online safety into the curriculum** to ensure children understand the risks they may face online and know how to stay safe, report concerns, and engage responsibly with technology.

3. Cybersecurity and Data Protection

Governors are responsible for ensuring that the school complies with **GDPR** and cybersecurity requirements, safeguarding both personal data and the school's digital infrastructure:

- **Promoting secure data practices:** Governors must ensure that appropriate data protection policies are in place and that staff understand their responsibilities under the **General Data Protection Regulation (GDPR)**.
- **Cybersecurity risk management:** Governors should ensure that the school implements appropriate cybersecurity measures to improve cyber resilience and protect systems, staff and students, including having an effective plan for responding to cyberattacks and data breaches.
- **Regular data audits:** Governors should oversee regular audits of data protection practices to ensure that the school is handling sensitive information securely and in compliance with the law.

4. Ensuring Compliance with Safeguarding Legislation

Governors must ensure that the school complies with its safeguarding duties under current legislation, including **Keeping Children Safe in Education 2025** and **Working Together to Safeguard Children 2023**. This includes:

- **Reviewing policies and procedures regularly** to ensure they are in line with statutory requirements and reflect the latest safeguarding guidance.
- **Ensuring the Menahelles/headteacher is held to account** for the implementation of safeguarding policies and procedures and the delivery of safeguarding practices across the school.
- **Regularly reviewing and evaluating the school's safeguarding practices** to ensure they are effective, fit for purpose, and meet the needs of the children in the school.

5. Appointing Key Safeguarding Roles

The Governing Body must ensure that the school has the appropriate staff and resources to implement safeguarding effectively, including:

- **Appointing a Designated Safeguarding Lead (DSL):** The DSL must have the appropriate authority, status, time, training, and support to carry out their role effectively.
- **Appointing a senior board-level lead or link governor:** A governor should be designated to monitor the effectiveness of the safeguarding policy, ensuring that safeguarding remains a priority and is fully embedded across all areas of school life.
- **Providing safeguarding training:** Ensuring that all governors and trustees, including those with specific safeguarding responsibilities, receive training on safeguarding issues, including child protection, online safety, and data protection, at induction and on an ongoing basis.

6. Handling and Reporting Safeguarding Incidents

Governors must ensure that appropriate procedures are in place for handling and reporting safeguarding incidents, including:

- **Ensuring policies are in place for handling safeguarding concerns**, including low-level concerns about staff (such as supply staff or volunteers), and ensuring these concerns are acted upon in a timely and appropriate manner.
- **Overseeing processes for reporting safeguarding incidents** and ensuring that appropriate action is taken, including reporting to external agencies, ensuring children are protected from harm and that all concerns are investigated thoroughly.
- **Supporting the headteacher and DSL** in addressing safeguarding concerns and ensuring that all allegations of abuse or neglect are handled promptly, following appropriate procedures.

7. Ensuring a Robust Whistleblowing Culture

Governors must ensure that there are clear, confidential channels for staff, volunteers, and other members of the school community to raise concerns about safeguarding matters, including:

- **Whistleblowing policies** that protect those who raise concerns and ensure that any allegations are handled appropriately and taken seriously.
- **Encouraging a culture of openness and transparency**, where staff and students feel safe to report concerns without fear of retaliation.

Accountability and Review

Governors should ensure that safeguarding policies and practices are **regularly reviewed** to assess their effectiveness and make any necessary improvements. This includes:

- **Regular safeguarding audits:** Conducting safeguarding audits to assess how effectively the school is implementing safeguarding policies, including online safety and data protection practices.
- **Engagement with the DSL and senior leadership:** Governors should meet regularly with the DSL and senior leadership team to review safeguarding concerns, incidents, and outcomes to ensure continuous improvement.
- **Responding to feedback:** Governors should ensure that the school listens to and acts upon feedback from staff, students, and parents on safeguarding matters to improve practices and the school environment.

Menacheles/Headteacher

The Menacheles/Headteacher has prime responsibility for leading the school in fulfilling the ethos and policies set down by the governing body, including those set out above in the responsibilities for the Named Governor.

- In such a role the Menacheles/Headteacher will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school.
- Part of the means of demonstrating such leadership is in ensuring that the school is engaged in local Safeguarding Board updates, networks and trainings on a regular basis. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes.

Training and Support

(See Appendix 11: For more detailed training Requirements matrix.)

The school recognises that a vigilant and responsive safeguarding culture is underpinned by robust training that is refreshed cyclically.

Our training follows KCSIE 2025 and our Local Authority guidance. Our training will be reviewed by the Headteacher and DSL to ensure it remains compliant with guidance, relevant and is responsive to contextual challenges that the pupils face.

All our staff members, governors and volunteers must be aware of the systems within our school which support safeguarding. These are explained as part of induction and followed by regular updates. Induction Training is mandatory and is differentiated based on the role and status of the staff member.

The statutory elements of induction for all staff in contact with children are:

- 1) Child Protection policy (including Child-on-child abuse)
- 2) Content of Annex A of KCSIE 2025
- 3) Behaviour Policy
- 4) Staff behaviour policy
- 5) Safeguarding response to Children who go missing from education
- 6) Role and identity of Designated Safeguarding Lead and deputies
- 7) Online Safety including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- 8) An awareness that technology is a significant component in many safeguarding and wellbeing issues
- 9) PREVENT awareness training which highlights school specific requirements and procedures

Further training should include:

- 10) Awareness of Early Help processes and school staff role in it.
- 11) Process for making referrals to Children's Social Care.
- 12) Process for Statutory Assessments (especially section 17(children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments).
- 13) All staff should know what to do if a child tells them she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- 14) All Staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, Gender violence or Gender harassment. Nor should a victim ever be made to feel ashamed for making a report.

DSLs — attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff and governors — will receive regular safeguarding and child protection (including online safety) updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors to support the PREVENT duty and the recruitment process

See Appendix 11 for School Training Matrix.

Reporting Safeguarding or Welfare Concerns

All staff must read and follow the statutory guidance for schools and colleges; Keeping Children Safe in Education 2025 – Part One: Safeguarding information for all staff.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or language barriers or another disadvantage or protected characteristics. Staff need to maintain a professional curiosity and speak to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

The Expression of Concern form (appendix 7) can be used for writing up a concern.

All School Staff Must Immediately Report:

- Suspicion of a child being hit, injured, marked, or bruised in an unusual way.
- Behaviors or practices that deviate from social or Jewish religious norms, including statements that suggest a child is being intimidated in areas of Jewish practice or thought (e.g., gehinnom, punishment, 'sheidim').
- Distressed children unable to share their upset due to 'loshon hora' or 'rechilus'.
- Inconsistent or suspicious explanations given for concerns.
- Concerns about inadequate care, ill treatment, or emotional maltreatment.
- Significant changes in a child's presentation, including non-attendance.
- Concerns about persons who may pose a risk to children (e.g., those living with children).
- Information indicating a child is living with someone who lacks parental responsibility for more than 28 days (Private Fostering).
- Concerns about a staff member, supply teacher, volunteer or contractor

- Allegations of abuse made against other pupils, including Child-on-Child Abuse, Bullying, SVSH incidents.
- Sharing of inappropriate imagery.
- Concerns about extremism, FGM, or other Honour Based Abuse.
- Risks from outside of school, such as Criminal Exploitation or drugs.
- Excessive teasing towards a particular child or in general.
- Social difficulties , mental ill health or awkwardness.
- Struggles with learning or maintaining focus.
- Consistently below expected standards in tests or quality of work.
- Any other safeguarding risks or concerns.

Responding to Disclosure

Disclosures or information that a child has been harmed may be received from pupils, parents/carers, other professionals or members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential, and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a record using clear, straightforward language.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the DSL in order that s/he can make an informed decision of what to do next.

All staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Clarify the information without asking leading or probing questions;
- Make a written record of what the child has said using the expression of Concern Form (Appendix 7);
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Try not to show signs of shock, horror or surprise;
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner;
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret;
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it;

- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected;
- Not recognise their experiences as harmful;
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

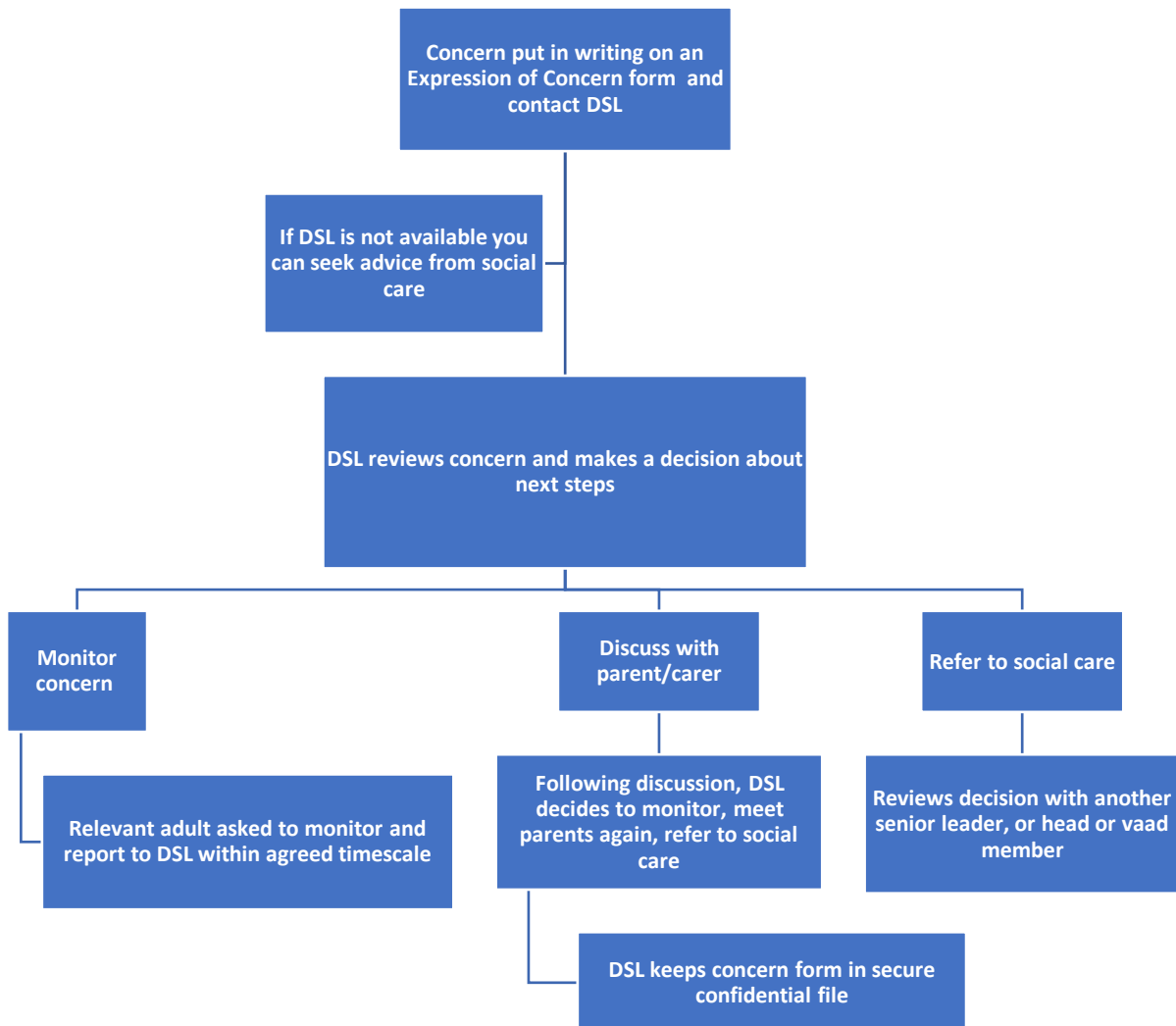
If you are unable to reach the DSL, you can make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm or is in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

Refer to contact details for referral on final pages of this policy.

Further guidance available: <https://www.gov.uk/report-child-abuse-to-local-council>

Managing Safeguarding Concerns about a Child



Acting on Concerns

Following any information raising concern, the Designated Safeguarding Lead will:

- Consider the child's wishes and feelings, but not promise confidentiality.
- Consider any urgent medical needs of the child.
- Assess the 'contextual' safeguarding risks and issues in the family, neighbourhood and wider community when considering the well-being and safety of pupils. (see below)
- Review child's attendance, behaviour records and any other concerns noted.
- Make an immediate referral if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being.
- Consult with a member of the Local Safeguarding Partnership if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix 1) or Early help and threshold criteria for intervention.

Decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- Contact the designated officer for safeguarding in another agency if that agency is working with the family.

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school file.
- If further monitoring is necessary, agree who and how this will be undertaken.
- If it would be appropriate to undertake an assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, and why a referral was or was not made will be fully documented. DSL will complete Local Authority child safeguarding referral form.

Assessing Contextual safeguarding issues

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments will consider such factors so it is important that as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available [here](#):

Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

Early Help – Early Intervention

We follow the safeguarding procedures adopted by the local safeguarding partnership. The procedures provide a framework within which all agencies and professionals can work together to safeguard and promote the welfare of children and young people across the local authority. Hackney has adopted London Safeguarding Procedures.

All staff should be prepared to identify children who may benefit from Early Help. **Early help means support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'.**

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)

- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, or exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as forced marriage
- Is a Privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Child needing immediate medical treatment

If a child is in need of immediate medical treatment, they should initially be taken to the school's designated first-aider, where appropriate action will be taken. The list of first aiders can be found outside the office and in the staffroom.

This may involve:

- A call or delivery to the local health centre;
- Delivery to hospital;
- A call to emergency services.

If in the judgement of the designated senior person, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed.

The designated senior person must refer the case to the local safeguarding partnership (see procedures below). Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see below).

Child Protection Concerns

The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.

Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, Gender abuse, emotional abuse, exploitation or neglect. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people. The Designated Lead will promote the welfare and support of these children and note any changes.

The Designated Safeguarding Lead will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.

Further advice and support for school staff on participating in child protection meetings is also available from the Hackney MASH.

Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships within school or between agencies and school. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when staff may feel that the actions, inaction or decisions of the DSL or another agency do not adequately safeguard a child.

Professional disagreements can arise in a number of areas, but are most likely to arise around:

- Levels of need;
- Roles and responsibilities;
- The need for action;
- Progressing plans and communication.

Where staff consider that the practice of others is placing children at risk of harm, they must be assertive, act swiftly and ensure that they challenge the relevant professionals in line with this policy and be aware that:

- The safety of children and young people is the paramount consideration in any professional activity;
- Resolution should be sought within the shortest timescale possible to ensure the child is protected; (typically a week)

If staff feel that their concern was not taken seriously, they should escalate concerns to the Headteacher or Nominated Safeguarding governor.

Further escalation to Children's Social care can be made if the concerns remain ongoing

For escalation of concerns that have been referred to Safeguarding partnership, the Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children's Social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing;
- Refer to the Local Safeguarding Escalation Policy if this does not resolve the concern.

Child-on-child abuse

What does Child on Child abuse include?

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and or encourages physical abuse);
- Sexual violence/ assault; (this may include an online element which facilitates, threatens and/or encourages such violence);
- Sexual harassment, such as personal intimate comments, remarks, jokes (including online), which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in intimate activity without consent, such as forcing someone to strip, touch themselves in private areas, or to engage in such activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- online abusive, harassing and misogynistic messages and sharing of abusive or pornographic content to those who do not want to receive such content;
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their private areas to obtain gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear that these are complex issues to manage and must be referred to the DSL who will draw in appropriate professional help to support victim and perpetrator and make the requisite statutory referrals.

SVSH

SVSH is an increasingly worrying form of Child-on-child abuse and defined as:

- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- causing someone to engage in intimate activity without consent, such as forcing someone to strip, touch themselves in private areas, or to engage in intimate activity with a third party

This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Our school has a zero-tolerance approach to Child-on-child abuse, and remind staff that it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;

SVSH can occur between two children of any age and gender, from primary through to secondary stage and into colleges. It can occur through a group of children ... against a single child or group of children. SVSH exist on a continuum and may overlap; it can occur online and face to face (both physically and verbally) and is never acceptable. ... all staff working with children are advised to maintain an attitude of ‘it could happen here’. (KCSIE part 5)

There is a recognition that it is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

Even though our school is single gender / girls only, it does not mean pupils are not at risk.

All staff should be aware that children can abuse other children both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of SVSH and know how to identify it and respond.

Staff need to have an attitude particularly with SVSH of ‘it could happen here’ and be responsive not only to reported allegations by pupils, but also to overheard remarks and observed behaviours. Refer all concerns to the Designated Safeguarding Lead. Use the Expression of Concern form appendix 7, and mark where designated that it is a SVSH incident.

If staff fail to respond to child-on-child abuse, it risks undermining the confidence of pupils who have been affected. A zero-tolerance attitude is therefore essential. Effective and well promoted pupil voice systems are key strategies to encourage pupils to speak up and for good support and response systems. Staff are reminded to refer to the Pupil Voice section in this policy.

As a school, we will continue to be vigilant and monitor our pupil survey and pupils reported 'complaints to their teachers to assess the level and type of Child-on-child abuse. Decisions and actions will be reviewed and relevant policies such as behaviour policy updated based on the monitoring. We recognise that it is possible for child-on-child abuse to be taking place even if it's not reported.

Our preventative strategy (as part of the RSE curriculum) will therefore be emphasised. We will amend the curriculum from time to time as part of our whole school approach to minimising child-on-child abuse and to ensure it stays relevant.

Procedures to manage and minimise Child-on-child abuse

Our school has a zero-tolerance approach to Child-on-child abuse including SVSH incidents. We want all pupils to feel confident to speak up and know that they will be taken seriously. Form teachers will share and identify behaviours that are unacceptable and encourage pupils to come forward to any member of staff with reassurance that they will be taken seriously, kept safe and given support.

The Designated Lead will manage allegations and concerns of Child-on-child abuse. Unfounded or unsubstantiated reports will be carefully evaluated to establish whether the complainant is 'crying for help', being vindictive, malicious or other behavioural issues. Pastoral leads will be drawn in to support both victim and alleged perpetrator in all cases to robustly support pupils and demonstrate the seriousness with which the school takes such allegations.

The initial response to a report from a child is incredibly important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting SVSH. Nor should a victim ever be made to feel ashamed for making a report.

Responding to an allegation of Child-on-child abuse including SVSH

- When an allegation is made by a pupil against another student, even if just an overheard conversation, it should be reported to the DSL as soon as possible.
- A record of concern must be completed (as normal safeguarding child protection procedures) and updated with all actions and outcomes. Note if it is a bullying / SVSH or other Child-on-child abuse incident.

- Where necessary, the DSL will contact the **Safeguarding Partnership** to discuss the case and make a formal referral where appropriate.
- If the allegation indicates that a potential crime has taken place the **MASH / Partnership will refer the case to the police.**
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our schools' policies and procedures.

Our school procedures for managing disclosures or allegations:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;(see below for more information)
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the Designated Safeguarding Lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary, in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability or protected characteristic;

- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions — where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. It is essential that a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the Designated Safeguarding Lead (or deputy) is not involved in the initial report.

Support for victims, perpetrators and other children affected by incidents

This school will endeavor to support pupils through:

- a) The PSHE / RSE curriculum, to encourage self-esteem and self-motivation;
- b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- c) The implementation of school behaviour policies;
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- e) Regular liaison with other practitioners and agencies that support the pupils and their families, in line with appropriate information sharing protocols;
- f) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so; this is to improve a family's resilience and outcomes or to reduce the chance of the problem getting worse;
- g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations;

- h) Referral to or arranging external, independent professional support where this is beyond the scope or capacity of the staff – or where a child wishes to consult with someone outside of the community.
 - i) The Lucy Faithfull Foundation resources for HSB including 'Shore Space' and HSB toolkit.
- Parents of both the alleged victim and the student being complained about will be informed, this should be discussed during the consultation with the **MASH local safeguarding response team**.
 - A risk assessment will be considered at this time to protect all parties involved. Consideration should be given to keeping the victim and perpetrator in separate class groups where possible.
 - It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time.
 - A risk assessment of the impact on the victim, perpetrator and any other pupils or others should be considered along with an appropriate supervision plan.
 - Support will be given to all students involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set.
 - The plan will be monitored, and review dates set.

Sharing of Inappropriate Imagery

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of inappropriate photos and videos of and by young people who are under the age of 18. It includes sharing nude or nearly nude images, videos or live streams, pseudo-images that are computer-generated images that otherwise appear to be a photograph or video, and/or intimate acts. Sexting does not include the sharing of inappropriate intimate photos and videos of under-18-year-olds with or by adults. This is a form of child abuse and must be referred to the police.

Steps to take following an incident involving Sharing of nudes/semi nudes

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), **you must report it to the DSL immediately**.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.

- Do not ask the young person(s) who is involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Sextortion, Blackmail or Organised Crime

Financially motivated extortion is usually carried out by organised crime groups (OCGs) based overseas. These groups target all ages and genders however, a large proportion of cases have involved male victims aged 14-18. It is a form of child abuse.

A child or young person who is a victim should be supported in the same way as with any other type of child abuse.

You should:

- reassure them that they are not alone and that the adults around them will do all they can to help and support them
- remain solutions-focused and avoid victim-blaming language. Where a child or young person has shared an image, remember that they have been groomed and manipulated into doing so, and they are never responsible for their abuse
- work with the child or young person to determine their preferred approach for you or another appropriate professional to inform parents and carer

Children and young people's mental health may be negatively impacted by experiences of exploitation.

- Report to the police or CEOP: call 101 or 999 if there is an immediate risk of harm. Or you can use the CEOP Safety Centre to report an incident.
- Report any images or videos that have been shared: help the child to remove images that are online or prevent images being shared online by following these three steps:
 1. Use Report Remove, a tool from Childline and the Internet Watch Foundation. The child can use this to remove images that have been shared or might be shared.
 2. Use Take It Down, a tool from the National Centre for Missing and Exploited Children. The child can use this to remove or stop the online sharing of images or videos.
 3. Report directly to the platform or app that the incident has occurred on.

For advice on how to report to major social media platforms, visit Internet Matters.

Domestic Abuse

The effects of Domestic Abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

(The statutory definition of domestic abuse, captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

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 gender, age, ethnicity, socio-economic status, orientation or background and domestic abuse can take place inside or outside of the home.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Our school will seek to engage with the new Domestic abuse police initiative in our area - Project Encompass where Police will let the DSL know when a serious domestic incident has occurred in the homes of one of our pupils.

In the event of the school becoming aware of a child affected by Domestic Abuse; the pastoral team will be asked to see the pupil(s) and any siblings, within the same day. They will continue to support the pupil(s) at least weekly until such time as the child's situation is stable or a decision is made by the DSL to evaluate the frequency of support.

Protected characteristics (including gender identity)

Our school takes full responsibility for all its pupils regardless of their differences, limitations or other characteristics.

Specialised support will be given for children who are struggling with any difficulties around their protected characteristic or for those children who may have a parent or close family member with a protected characteristic. The designated lead or a designated staff member will provide direct support and will draw in external support to support the child where necessary. It is our policy to recognise that children deserve and need answers and that they may be experiencing real inner conflict that puts them at risk of their wellbeing.

This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child; where appropriate an Early Help assessment should be carried out (with the consent of the parent/carer and/or young person).

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.

Children with special educational needs (SEN) and disabilities

School recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Our Governing Body are committed to ensure their safeguarding and child protection policy reflects the fact that additional barriers can exist when recognising abuse and in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND or certain medical conditions and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

To address these additional challenges, our school identifies pupils who may need additional support including:

- Extra pastoral support
- Staff responsible for any intimate care of children will undertake their duties in a professional manner at all times and ensure the child's dignity is preserved with a high level of privacy, choice and control. There will be close partnership with parents/carers.
- If staff find it necessary to use reasonable force on occasion, in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, the DSL, SENCO and other relevant staff should consider the risks carefully taking into account the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-

discrimination and their Public Sector Equality Duty. (SEE SECTION ON PHYSICAL RESTRAINT BELOW)

- Adjusted behaviour thresholds for children with SEND as it may be unfair to hold them to universally set expectations. For instance, children with ADHD or autism.
- Creating individual plans particularly for children with SEND who may present with challenging behaviours. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force. Departmental advice for schools is available at Use of Reasonable Force in Schools.
- Children with SEND and deaf will be signposted to the NSPCC for specialist support resources.

Children with Mental Health concerns

All staff need to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should call 999 if there is a risk of harm to the child or others. Otherwise, raise the issue by informing the Designated Safeguarding Lead or a deputy. Use the expression of concern form and include examples of behaviour, comments and pieces of work that triggered concern.

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

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

- Emotional states – fearful, withdrawn, low self-esteem
- Aggressive , oppositional or habitual behaviours (eg body rocking)
- Inappropriate interpersonal behaviours such as indiscriminate affection seeking, over friendliness or excessive clinginess.
- Demonstrating extreme ‘goodism’ to avoid disapproval.
- Coercive behaviours ,
- lack of ability to understand or recognize emotions.
- Unexplained absences

The school will arrange for an assessment to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems.

Support and action plans and reviews will be put in place by the pastoral team.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action:

See Mental Health section in appendix for further information around procedures

Self-Harm & Suicide

Our School is aware that suicide is the leading cause of death in young people, and that we play a vital role in helping to prevent young suicide; we want to make sure that pupils are as suicide-safe as possible.

We acknowledge that:

- Thoughts of self-harm and suicide are common, particularly among young people. Suicide is complex. There are many contributory factors surrounding a suicide and reasons are often complex and individual to that person.

See Mental Health Policy for more details on guidance and procedures to follow where Mental Health concerns are present.

Looked after children (and previously Looked after Children)

Appropriate staff working with “looked after children” will have the information they need in relation to a child’s looked after legal status including the child’s care arrangements and contact arrangements with birth parents or those with parental responsibility. The Designated safeguarding Lead should have the details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

The most common reason for children becoming looked after is as a result of abuse, exploitation and/or neglect. Governing bodies will ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Additionally, form teachers and subject leaders will promote the educational achievement of children who are looked after. As part of their role, they will work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child’s experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil’s safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks

- The provision of pastoral and/or academic support.

Children Absent from Education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child with unexplainable and/or persistent absences from education is a potential indicator of abuse, neglect or exploitation.

In response to the guidance in Keeping Children Safe in Education (2025) and Working Together to Improve School Attendance the school has:

1. Staff who understand what to do when children do not attend regularly.
2. Appropriate policies, procedures and responses (including early help) for pupils who go missing from education (especially on repeat occasions).
3. Regular monitoring of Attendance with follow up to overcome barriers to good attendance with pupils and parents.
4. Incentives to motivate and reward good attendance.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

- Parents should always inform us of the reason for any absence. Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.
- Our school must inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a period of 10 days or more.

Where parents inform the school that they wish to home educate their child, the school will seek to ensure the parents/carers have considered what is in the best interests of their child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

When a pupil leaves the school (except at normal transition points), we will record the name of the pupil's new school and their expected start date.

See Attendance and Child Missing Education policy for more detail.

Honour based violence

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA

are abuse (regardless of the motivation) and should be handled and escalated as such. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

See appendix 10 for further details of these and other specific safeguarding risks.

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 (as amended by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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. Those failing to report such cases will face disciplinary sanctions. 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. Information on when and how to make a report can be found at [Mandatory reporting of FGM procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such case with the school or college's designated safeguarding person/lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

At Yesodey Hatorah Senior Girls School we believe that all our pupils should be kept safe from harm. FGM affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone. Our school has no children from these backgrounds and FGM is not permitted in Jewish law, therefore at present we consider girls in our school at low risk of FGM. However, teachers are expected to be watchful, and we will continue to monitor our school enrolment and policy annually.

Child Criminal Exploitation (CCE)

Child criminal exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

County lines including ‘cuckooing’

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs to groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including gender-based violence) and weapons to ensure compliance of victims.

‘Cuckooing’ is a form of criminal exploitation and the term used when criminals use or takes over a person's home for criminal purposes such as to cut, prepare, store or deal drugs or storing firearms and money relating to drugs. Criminals will often target and exploit adults who have vulnerabilities.

Older children/young people are also being exploited by older criminals to enter properties that have been cuckooed and are used as drug runners and for manning the drugs (mobile telephone) line.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Some specific indicators that may be present where a child is criminally exploited through involvement in county lines or cuckooing are children who:

- go missing from school or home and are subsequently found in areas away from their home;
- have been the victim or perpetrator or alleged perpetrator of serious violence (e.g. knife crime);

- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#)

Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.
- The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.
- In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [See guidance here.](#)

CSE

CSE is a form of abuse where children are intimately exploited for money, power or status. It can involve violent, humiliating and degrading intimate assaults. In some cases, young people are persuaded or forced into exchanging intimate activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging with the person who is exploiting them. Child exploitation does not always involve violence or physical contact and can happen online.

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate.

The following are some typical signs and symptoms of CSE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Staff, who become aware of a private fostering arrangement, must notify the DSL or

headteacher, who in turn must inform the local authority (if arrangement is beyond 28 days) to allow the local authority to check the arrangement is suitable and safe for the child. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Click for link to [DfE guidance on private fostering](#)

Faith Abuse

Safeguarding concerns may arise which are linked to Jewish faith issues. These should be raised through the same procedures as any other safeguarding concerns. Some examples of possible concerns are:

- Behaviours or practices which are out of social or Jewish religious norms including any statements that give rise to concerns that a child is being unduly intimidated in areas of Jewish practice or thought (e.g. *gehinnom*, punishment, '*sheidim*').
- Concerns arising from a distressed child saying they can't share why they are upset because it's '*loshon hora*' or '*rechilus*'.
- Even if the concern raised is not substantiated or of a low level, it is important that a child is given support and direction to allay their fears or misconceptions that gave rise to the reported concern.
- Particular support may be required for children where family members have caused religious or social differences through distancing themselves from the religious tenets of the school community. Children may be embarrassed or vulnerable and in need of reassurance.

Serious violence

All staff should be 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the Designated Safeguarding Lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, **NICCO** provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Other specific safeguarding issues are detailed or expanded by following the links in Part One of KCSIE Sept 2025)

Information Sharing and Confidentiality

The Designated Lead carries primary responsibility to promote information sharing. This will apply to sharing, both within the school and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.

Information sharing is vital in identifying and tackling all forms of abuse and neglect and exploitation. Schools have clear powers to share, hold and use personal information for these purposes. The Data Protection Act 2018 (DPA 2018) and UK General Data Protection Regulation (UK GDPR) do not prevent information sharing for safeguarding children when it is necessary, proportionate, and justified. Lawful and secure information sharing between schools, social care and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

When considering Information sharing, you should note that:

- It is necessary to balance the common law duty of confidentiality against the duty of safeguarding through timely sharing of necessary information. Common Law duty applies when personal information is shared with the expectation of confidentiality.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- If staff need to share 'special category personal data', the lawful basis of using "legitimate interests" should be used to share information .
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- Legal requirement or overriding public interest justifies sharing confidential information.

- Share only the minimum necessary information.
- Case-by-Case: Decisions about sharing should be individualized.
- Where there is no safety concern: Consent is usually needed to share confidential information when child safety isn't a concern.
- Record reasons and legal basis when sharing information despite objections from parents or child.
- Everyone is responsible for sharing information to keep children safe. Don't assume others will pass on information.
- Local safeguarding partners should build relationships with agencies to share relevant information timely and proportionately.
- The process includes sharing case-level information about children and, if necessary, about family members or others who might pose a risk.
- The information sharing process spans from informal exchanges for understanding a child or family's situation to formal referrals to local authority children's services.
- It is necessary to balance the victim's wishes against the duty to protect the victim and other children.
- The government's DfE Advice for practitioners providing safeguarding services for children: May 2024 includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. It also provides guidance around the rights of individuals to their data remaining confidential.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

Pupil Safeguarding Records

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. Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note and rationale of any action taken and why, decisions reached and the outcome. To include a reason why a referral was made or not made.

Concerns and referrals will be kept in a separate child protection file for each child. Any non-confidential records will be readily 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 separately.

Child-on-child abuse are recorded both on a record concern form and in a separate "Incident Book" which contains a log of Bullying, SVSH incidents and details of the incident including whether there was a gender based, racist or other aspect to the bullying. These are pass coded and encrypted.

Our school will undertake a case file audit on an *annual basis* to ensure that recording of safeguarding concerns is effective and that any themes from such concerns are addressed appropriately. This may include amending RSE curriculum plans and other resilience and awareness building measures such as Hilchos onos devorim, Rechilus, Shemiras haloshon

(Jewish laws relating to responsibilities of verbal and written expression to avoid causing any damage whether emotional, financial, reputational to others.)

Sharing Pupil Records with another school

If a pupil moves to another school, we will transfer their records to the new school within 15 days of getting confirmation that the pupil is registered at the new school. This includes the pupil's information file and educational record. We will generally send these through encrypted email to a specific person at the new school or hand them over in person to a named individual from the new school.

To allow the new school/college to have support in place when the child arrives, we will aim to send records in:

- 5 days for an in-year transfer, or
- within the first 5 days of the start of a new term.
- 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.

In making any transfer of a pupil record the key principles will be to:

- **make sure to transfer the data securely**
- **be able to trace the record during the transfer**

Allegations/Concerns about Staff Behaviour towards Children

These procedures for dealing with allegations against staff (and volunteers who work with children) aim to strike a balance between the need to protect students from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Part 4 of Keeping Children Safe in Education and consistent with local procedures. There are 2 levels of allegations:

- Allegations that may meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold — referred to for the purposes of this guidance as **'low level concerns'**.

This guidance should be followed where it is alleged that anyone working in the school including supply teachers, volunteers and contractors 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 he or she 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.

Allegations should be reported without delay. A “case manager” will lead any investigation. This will be either the Menacheles/Headteacher, or, where the Menacheles/Headteacher is the subject of an allegation, the chair of governors.

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk.
- **Investigating and supporting the person subject to the allegation** - the case manager along with support as necessary from the LADO, will discuss the nature, content and context of the allegation, and agree a course of action.

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by an individual appointed by the chair of governors. Depending on the nature or complexity of the allegation, an external independent investigator may be required.

If the allegation is made against a governor, this will be dealt with by the chair and if the allegation is substantiated, they will consider removing them from office.

Where the allegation is against the Menacheles/Headteacher the **chair of Governors** will take responsibility for dealing with the issue who will liaise with the LADO as above.

Where the allegation is against the DSL, other than the Menacheles/Headteacher, the Menacheles will take responsibility for dealing with the issue.

If the allegation is against a staff member who is on ‘supply’ from an agency, the school retains lead responsibility and must advise the agency about the process that they will progress an allegation or complaint against the agency’s supply staff member.

In many cases, an inquiry can be resolved quickly and without the need for suspension. Based on consultation with the LADO the case manager will strive to be as inventive as possible to avoid suspension.

The following alternatives will be considered by the case manager before suspending a member of staff:

- redeployment within the school or college so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or

- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or where available, work for the local authority or academy trust.

The power to suspend is vested in the governing body or proprietor who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care, and/or an investigation by the police, the LADO may canvass police and children's social care for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

Employers have a duty of care to their employees and will strive to manage and minimise the stress caused by the allegation.

Parents or carers of the child or children involved will be formally told about the allegation as soon as possible. They will also be kept informed about the progress of the case, only in relation to their child.

Low Level Concerns

Low-level concern is any concern — no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could 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 personal, intimate, intimidating or offensive language.

Such behaviour can exist on a wide spectrum; from the inadvertent or thoughtless, or behaviour that may look to be inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Sharing low-level concerns:

Low-level concerns about a member of staff should be reported to the Menahels/Headteacher. Where a low-level concern is raised about the Menahels/Headteacher it should be reported to the chair of governors.

Schools and colleges should ensure they create an environment where staff are 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.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the school retains lead responsibility and must advise the agency about the process that they will progress an allegation or complaint against the agency's supply staff member. The concern should be reported to the Menacheles/Headteacher and their agency should be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Recording low-level concerns:

All low-level concerns should be reported to the Menacheles/Headteacher and recorded in writing. (If the DSL receives a report the Menacheles/Headteacher must be provided with a copy of the record and kept updated.)

The record should include details of the concern, the context in which the concern arose, and action taken. The rationale for any decisions and /or actions or outcomes should be noted. The name of the individual sharing their concerns should also be noted. If the individual wishes to remain anonymous, then that should be respected as far as reasonably possible. (See Appendix 6 for Low level Concern Record form)

These records will be kept by the Designated Safeguarding Lead confidentially and held securely to comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Records will be retained until the individual leaves employment at the school.

The Menacheles/Headteacher is the ultimate decision maker in respect of all low-level concerns, although he may consult with the DSL to evaluate the matter.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Records will be reviewed if at least 2 complaints about a staff member are received so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will consult with the LADO for guidance on how to proceed and for how long the records should be retained.

Responding to low-level concerns:

If the concern has been raised via a third party, the Menacheles/Headteacher will 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.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this needs to be recorded along with the rationale for their decisions and action taken.

It is recommended that the record of the allegation and any related information is retained at least until the individual leaves their employment.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the Menahelles/Headteacher should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Non-recent allegations against a staff member

Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non-recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened.

All concerns/allegations about adults who work in our school will be taken seriously. Staff members who have concerns but feel unable to raise an issue with their employer/report a concern within their organisation/feel that their genuine concerns are not being addressed may have other whistleblowing channels open to them. **They may call the NSPCC whistleblowing helpline 08000280285.**

Detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This guidance is contained in the Staff Conduct Handbook, presented to all staff at the induction/beginning of each year and emphasised in the general ethos of the school.

If the allegation is about physical contact, for example restraint, the initial evaluation with the LADO should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where the allegation may involve the welfare of other children in the community or children of the staff member's family the Designated Safeguarding Lead should risk assess the situation and if necessary make a referral to Social Care.

Where a member of staff or a volunteer is dismissed from the school or resigns because of misconduct relating to a child, we have a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

In the case of a member of teaching staff at a school or sixth form college, the case manager must consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

SAFER SCHOOLS

Whistleblowing

All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and such concerns will be taken seriously by the senior leadership team.

If a staff member feels unable to raise an issue with their manager/report a concern within their organisation/feels that their genuine concerns are not being addressed other whistleblowing channels may be open to them. **They may call** The NSPCC whistleblowing helpline - 0800 028 0285 - this line is open from 8am to 8pm Monday to Friday or help@nspcc.org.uk

All staff should be aware of their duty to raise concerns however small, about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Local Safeguarding team where necessary.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Safer Recruitment

Refer to Appendix 8 for procedures

- The school will recruit and select safe staff in compliance with DfE guidance and the regulations of the Independent School Standards and KCSIE.
- Safer recruitment procedures including DBS checks, overseas checks and references will be followed that are in line with Keeping Children Safe in Education in its latest version (September 2025). This will now include an online search for shortlisted candidates.
- Online Checks including social media checks will be made as part of pre-employment checks to assess the suitability of applicants. Applicants will be advised of these checks in advance.
- Those staff who are teaching will have an additional check via the DfE's [Check a teacher's record - GOV.UK](#) web page aside from a DBS to ensure they are not prohibited from teaching.

- Governors and the proprietor are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not have one.
- Individuals in the following roles will be subject to additional checks under section 128 of the Education and Skills Act 2008:
 1. Headteachers
 2. Head of Departments
 3. Governors and members of management committees
 4. Sole Proprietor
 5. Any staff on the senior leadership team
 6. Trustee

A section 128 direction will be disclosed when an enhanced DBS check with children's barred list information is requested, provided that 'child workforce independent schools' is specified on the application form as the position applied for. Where a person is not eligible for a children's barred list check but will be working in a management position in an independent school, a section 128 check should be carried out using [Individuals prohibited from managing or governing schools - GOV.UK](#) See Appendix 9 for more detailed Safer Recruitment procedures.

Prevent Duty

The Prevent Duty: From 1 July 2015 all schools and childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from extremist ideology and radicalisation" This duty is known as the Prevent Duty. It applies to a wide range of public facing bodies. Bodies to which the duty applies must have regard to the statutory guidance.

We will use the following accepted Governmental definition of extremism which is:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. *negate or destroy the fundamental rights and freedoms of others; or*
2. *undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or*
3. *intentionally create a permissive environment for others to achieve the results in (1) or (2).*

The current UK definition is set out in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 'The use or threat of serious violence against a person or serious damage to property where that action is:

- ***designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and***
- ***for the purpose of advancing a political, religious, racial or ideological cause.'***

Staff responsibilities in relation to the Prevent duty

All staff should look out for concerning changes in behaviour and report them to the designated safeguarding lead (DSL).

Behaviours that might cause concern

Any concerning changes in behaviour may indicate a safeguarding concern. These changes can be emotional, verbal or physical.

A learner may be vulnerable in certain ways that could make them more susceptible to a range of harms. These could include exploitation, extremism and radicalisation, or serious violence.

For more information, [understanding and identifying radicalisation risk in your educational setting](#).

How to raise concerns

If staff have any concerns about a learner's welfare, they should speak to the DSL immediately and follow safeguarding procedures.

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

Staff Training and Information resources:

- [Prevent awareness elearning](#) from the Home Office
- the government's [Educate Against Hate](#) website

How to report extremism

If you need to report extremism concerns about an adult working in a school, or organisation that works with children, young people or adult learners, you should:

- contact your local authority designated officer (LADO) through your local safeguarding partnership or local authority
- submit the details at [Report Extremism in Education - Start](#)

Risk Assessment: (For more information see Prevent Policy)

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, as per information provided by our local PREVENT coordinator and our community based information networks (*shomrim*, *Hatzola*)

This will guide our risk assessments [Prevent duty: risk assessment templates - GOV.UK](#)

Working in Partnership

The Prevent Duty builds on existing local partnership arrangements. Local authorities are vital to all aspects of Prevent work. This school shares and receives information about emerging risks specific to the Jewish community, from other similar schools and nationally through the Chinuch UK network.

The levels of the Filtering and Monitoring systems will be determined by the risk assessment of users and pupils profiles and in accordance with DfE guidance in 'Meeting Digital and Technology Standards in Schools and Colleges' (2023).

The school will use a filtering system which is compliant with the CTRIU (Counter Terrorism Internet Referral Unit).

Staff are trained to take measures to build pupils resilience to radicalisation through:

- Personal, Social and Health Education (PSHE) where pupils are encouraged to develop determination, self-esteem and confidence.
- Spiritual, Moral, Social and Cultural Education (SSMC) This is reinforced in lessons specifically designed to develop positive character traits (Middos Toivos reinforcement).
- Promoting British Values; the contribution of diversity to our society and tolerance and respect for others-including those outside of the children's immediate circles and community.

Physical Intervention / Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. See [Government guidance on use of reasonable force in Schools](#) for more information.

In the event of a challenging situation involving a pupil, staff should use the action skills - **Five Step Model**

1. The Simple request asking the student to comply
2. Reasoned appeal: *your behaviour is disrupting the class upsetting other students*
3. Personal appeal: could end up in detention, contact parents, loss of privileges
4. Final appeal: is there anything that I can do to prevent you doing what you are doing

ASK FOR SOME ASSISTANCE

5. Action: may be use of reasonable force

Any physical intervention needs to be recorded on the teacher's profile in SIMS.

Staff who may be given duty of care to manage pupils who may have an increased likelihood for the need to use physical intervention, a risk assessment will be carried out and will be appropriately trained and an individual behaviour plan drawn up. This will be shared with relevant staff and parents.

We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be a contravention of Human Rights and or the Equality Act and considered under child protection or disciplinary procedures.

Speakers and Events on School Premises and Offsite Arrangements

All outside speakers and users of our premises are vetted before a visit to ensure that no partisan/extremist views are being spread. Visitors and users are expected to comply with our Safeguarding procedures. To this end before the visit is scheduled the school will ensure that the “Vetting outside speakers and Users” form (appendix 9) is completed.

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and staff training.

When our pupils attend off-site activities, including day and residential visits and/or other activities, we will check that effective safeguarding arrangements are in place. We will also undertake appropriate and robust risk assessments for the venue, location and activity to be undertaken in accordance with the school’s risk assessment protocol.

Online Safety

(See Online Safety and Acceptable Use of Technology Policies for more specific details)

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

Filtering and Monitoring

Four key categories of risk will be the focus of filtering and monitoring:

Content – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for intimate, criminal, financial or other purposes.

Conduct –online behaviour that increases the likelihood of, or causes harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

As technology advances and with the advent of Artificial Intelligence we will be agile and proactive in our responses, ensuring our filtering and monitoring system can effectively respond to the potential threats.

The DSL will keep their skills and knowledge up to date by accessing appropriate and timely training.

The DSL has overall responsibility for Online Safety within the school. This includes:

- An induction and ongoing professional development for staff to ensure that online safety is embedded in all relevant school activity. This includes supervision of pupils and reporting to the DSL any breaches of the schools Online Safety or Acceptable use of Technology policies.
- Checking that Filtering and Monitoring systems meeting DfE guidance are in place in all existing and new devices before being released for use by staff or pupils.
- Ensuring the Filtering and Monitoring systems are effective, and a monitoring schedule is active.
- This includes ensuring filtering and monitoring is effective and reliable when Artificial Intelligence tools are used on all kinds of devices linked to the school network (including BYOD). Harmful and inappropriate content is blocked and the filtering is sustained throughout an AI conversation or interaction.
- Blocklists are reviewed and modified in line with emerging risks and local authority or DfE recommendations.
- Responding to any online safety concerns raised by staff members, pupils, parents or by IT filter provider.

Our School will ensure a whole school community approach response is in place to enable all pupils to understand and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online. We will do this through:

- Our 'Acceptable Use of Technology' policy including use of cameras – for both staff and pupils.
- Our 'Online Policy' that apply filtering and monitoring requirements to the use of AI, in line with KCSIE.
- Train governors and staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- The school will carry out an annual risk assessment that considers and reflects the risks the children face in an ever-changing digital world. It will take account of previous online incidents and new risks in the contexts of their lives.

- Parents technology risks awareness evening, to reinforce the importance of children being safe online and emphasise filtering and monitoring of online use, including sites visited and who they are communicating with online. Parents are encouraged to raise any concerns with the school relating to possible online safety issues.
- *This school expects all parents to sign the home school agreement which incorporates suitable and appropriate use of IT. Furthermore they will expect those parents who do have internet access to agree to use a TAG recommended filtering and monitoring system.*
- Partnership with TAG for advice and support with our school IT systems and guidance for our policy. Filters will be sufficiently robust to eliminate the 4 'c' risks in both English and Hebrew.
- Teaching pupils respectful behaviours and awareness of risks through our Kodesh and other character-building lessons (PSHE /RSE curriculum).
- Generative artificial intelligence (AI) tools are now widespread and easy to access. AI has many uses, including enhancing teaching and learning. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will make parents and pupils aware of this risk and treat any use of AI to access harmful content or bully pupils in line with this policy.

Staff, Parents and Pupils should report any incidents or concerns relating to online safety whether occurring in or out of school to the Designated Safeguarding Lead. Include details of who was involved, where and when it took place and what you saw or heard.

More general concerns around use of technology can be discussed with the Headteacher or your immediate line manager.

Sharing your concerns is an essential part of keeping children in this school safe from both online and offline risks of harm.

REMOTE LEARNING

In the event that children are being asked to learn at home (REMOTE LEARNING) the Department for Education has provided advice to support schools do so safely: [safeguarding and remote education](#).

ONLINE MONITORING STRATEGY

The Governors are responsible to ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

The governors consider the pupils at this school, to have a low risk for online safety concerns within the school setting. This is because.

- Pupils are not allowed to bring any internet accessible devices to school.
- No mobile phones may be brought to school
- IT lessons or use of computers for extracurricular purposes is always supervised and subject to rigorous filtering and monitoring controls by our provider – Techloq.
- As a deterrent, pupils and staff will be informed by signage and verbally of the monitoring systems.
- The DSL will receive immediate alerts and a log of any search attempts that include keywords of concern. The user and IP address of the device will be identified enabling an effective response by the DSL.

If circumstances change and the level of risk to pupils at this school increases, we will introduce additional monitoring systems to mitigate risks. Staff, parents and pupils will be advised accordingly if this happens, e.g. phone chat groups.

Acceptable Use of Technology

All staff, parents, pupils, volunteers, governors and visitors must comply with the school's Acceptable Use of Technology guidelines. Staff and parents are expected to sign relevant agreements. (See AUTs and Policy)

In the interests of reducing cybersecurity risks and maintaining the resilience of the schools's IT networks and systems, staff must adhere to the standards documented in the Acceptable Use of Technology policy and Online Safety Policy.

Mobile phones should not be used by staff at any time whilst caring for the children, except for emergencies only. In some departments they are to be dropped into the office when signing in.

Our school recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2025 has rules in place that are shared and understood by all members of the school community. At school events such as performances, *siyumim* and trips, parents, staff and pupils will be expected to follow the specific guidelines for that event around the permissibility of taking images / videos. This will be strictly enforced to avoid compromising others and to comply with GDPR regulations.

Photographs and Imagery

Photographs (and videos) may only be used in line with prevailing ICO and DfE guidance.

This school will generally rely on 'legitimate interest' as the lawful basis on which to use imagery for general school based or school promotional purposes.

Photographs (and videos) will only be taken using the school camera equipment which will not leave the premises unless for an approved outing. However, photographs (and videos) will not be taken without consent from the parents/carers.

- The school wishes to take photographs or videos of pupils for a variety of reasons from archive records to press coverage of achievements. In order to comply with the GDPR Data Protection Act 2018, we are required to seek the permission of parents and pupils over the age of 13, before recording and using such images.

Below are listed the types of images that we may wish to take of your child. Please read the list carefully and ensure that the school is notified of your consent.

- Individual/group photographs in classroom etc for display in school, general photographs of children working in classrooms or around the school for our archives (which could be published at some time in the future as a record of an era or for fundraising purposes).
- Photographs of school events (e.g. educational visits, sports events, dance, drama and music performances etc).
- Photographs of achievements / school events.
- Press photos (of awards ceremonies, individual achievers, school events etc) which will appear in local newspapers.

All photographs and images of children require staff to exercise professional judgement regarding the suitability of images and their use. They must comply with GDPR (2018) guidelines. Children or parents may withdraw consent at any time. In this instance, it will not necessarily be a requirement to recall or delete/destroy any existing copies, unless it would be in the interest of the child's welfare.

- Photographs will be taken for the following purposes: observations, displays, student's assignments, training and fundraising purposes.

Staff will not use their own equipment for the recording images of children.

For main school events, where many or all of the children may be photographed (e.g.: end of term parties/shows) a notice will be displayed informing parents if they may take photographs. The decision as to whether they can or not will be made by the manager/CPO, based on individual circumstances of the children attending.

If a child is inadvertently photographed by staff when they should not be, the photograph will be immediately deleted, and the manager informed.

Physical Intervention / Use of Reasonable Force

See [Government guidance on use of reasonable force in Schools](#) for more information.

This school's policy is to allow and support their staff to make appropriate physical contact. (e.g. First Aid, demonstrating how to use an instrument, handshake / pat on back, walking a child to a 'quiet' space).

All school staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

A member of staff can use such force as is reasonable to search **for legally prohibited items, but not to search for items banned under the school rules only.**

School staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

The school will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy is not recommended and at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils.

It is a legal requirement that incidents must be recorded by the staff member(s) involved as soon as practicable after the event. This applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

There is a new legal requirement to report an incident to the parent, where a staff used 'force' on a pupil. This can be via phone or email but wherever possible we would arrange for a face to face follow up meeting.

Any physical intervention needs to be recorded in the Restraint and Physical interventions record book.

Staff who may be given duty of care to manage pupils who may have an increased likelihood for the need to use physical intervention, a risk assessment will be carried out and will be appropriately trained and an individual behaviour plan drawn up. This will be shared with relevant staff and parents.

Power to Search and Confiscate prohibited devices

All staff, pupils and parents/carers should be aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/what-schools-can-and-cannot-do-to-search-pupils-phones).

Only the Menacheles/Headteacher, or a member of staff authorised by the Menacheles/Headteacher, can carry out a search. The Menacheles/Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

1. Search and Screening:

- Cooperation of pupil should be sought.
- Searches can be without consent – if deemed necessary and with permission of Menacheles/Headteacher, following guidance of use of reasonable force.
- Search should be by staff member of the same gender, within school location or remit (e.g. trip), another member of staff in attendance (unless urgent).

2. Confiscation:

- After a consensual search, staff can confiscate, retain, or destroy items reasonably found.
- [Without consent, staff can seize items they suspect are prohibited¹²](#). Included are items posing a risk to staff or pupils, prohibited by school rules, or is evidence in relation to an offence.
- Search should be documented on safeguarding system. Parents should be informed

3. General Power:

- Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

As above, reasonable force can be used to search for illegal items but not items banned only under school rules.

Appendix 1: Support and Safeguarding in Hackney

Hackney Continuum of Needs and Contact details

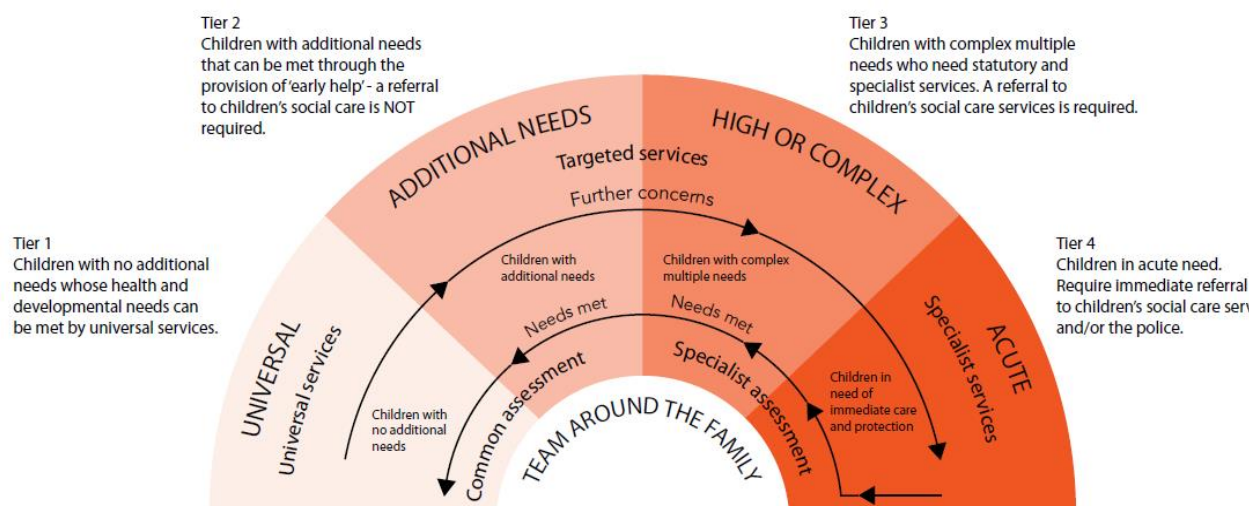
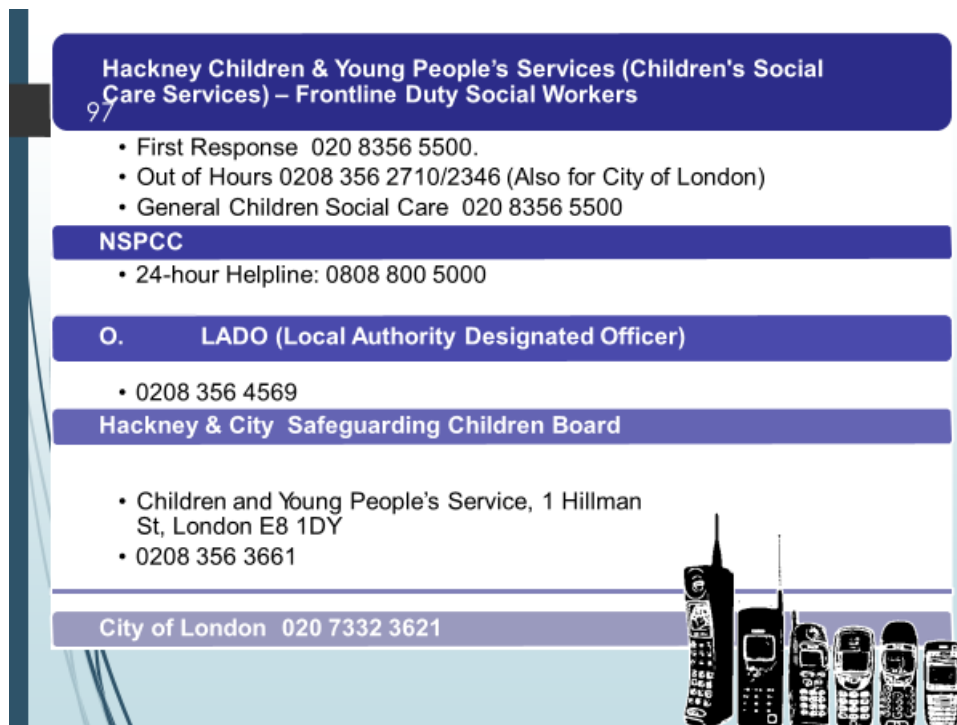


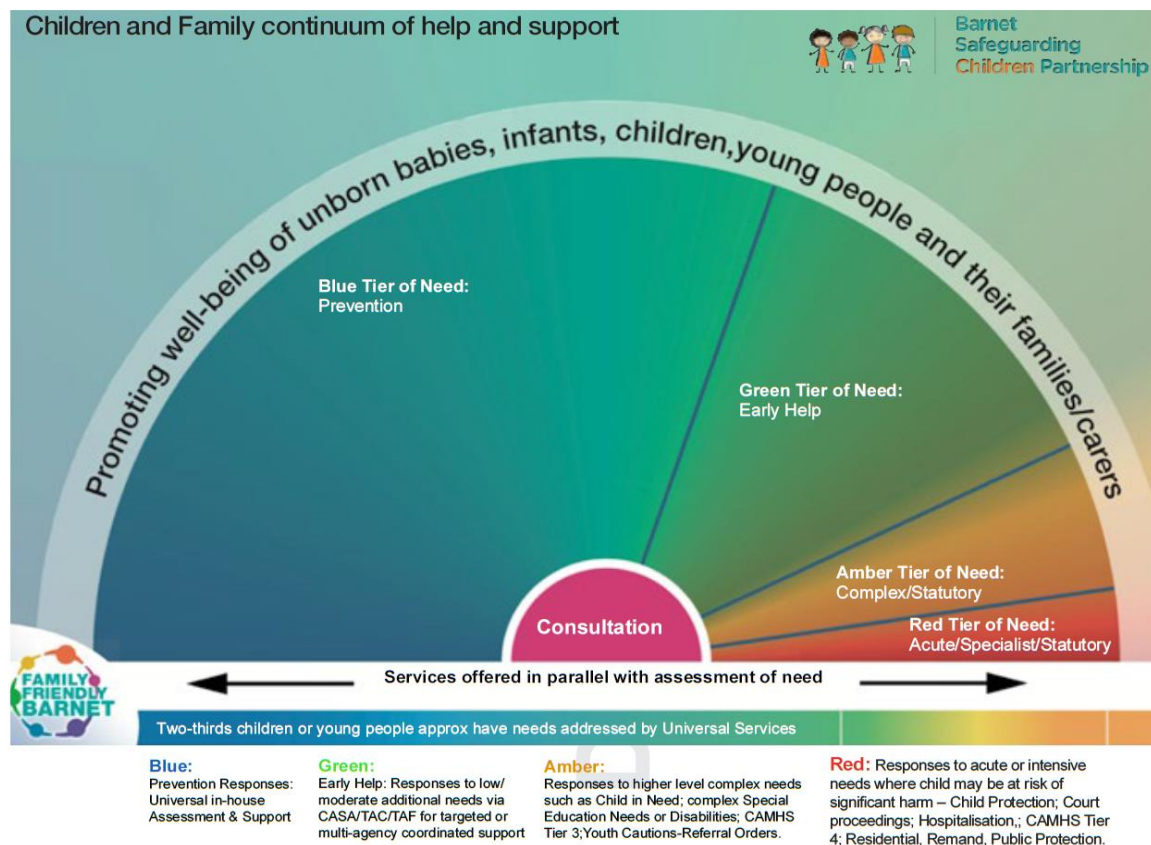
Figure 1: The Continuum of Need model

BARNET CONTINUUM OF HELP AND SUPPORT

The MASH telephone (020 8359 4066). Monday – Thursday 9am – 5.15pm and Friday 9am – 5pm.

Outside of these hours, care and welfare concerns about children and young people that require an immediate response should be reported to the Emergency Duty team on

Tel: 020 8359 2000.



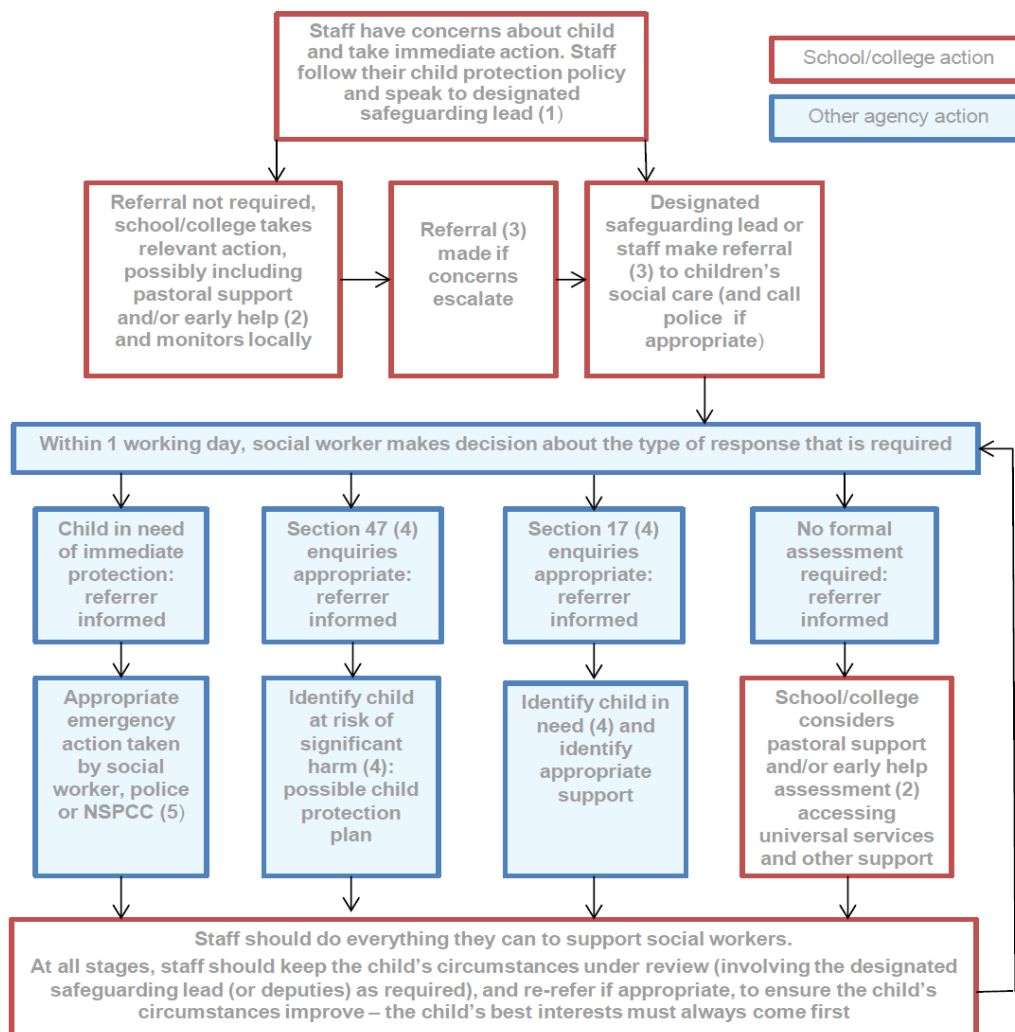
Appendix 2: School Child Protection Risk Assessment 'Checklist'

Does/could the suspected harm meet the Working Together 2023 definitions of abuse?

- Are there cultural, linguistic or disability issues?
- Am I wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child
(i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

Appendix 3: Taking action on child welfare/protection concerns in school (KCSIE 2025)

Actions where there are concerns about a child



Appendix 4: Responding to a Disclosure - Staff and DSL

If a child wants to confide in you, you *SHOULD*:

- Be accessible and receptive
- Listen carefully and uncritically, at the child's pace
- Take what is said seriously
- Reassure children that they are right to tell
- Tell the child that you must pass this information on
- Make sure that the child is ok
- Make a careful record of what was said

You should *NEVER*:

- Investigate or seek to prove or disprove possible abuse
- Make promises about confidentiality or keeping 'secrets' to children
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Investigate, suggest or probe for information
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said or the persons allegedly involved
- Forget to record what you have been told
- Fail to pass this information on to the correct person (the DSL, Deputy or Designated Child Protection Person).

Children with communication difficulties, or who use alternative / augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Use of signers or interpreters.

Recordings should:

- State who was present, time, date and place
- Be written in ink and be signed by the recorder
- Be passed to the Designated Safeguarding Lead or *Menaheles*/Headteacher immediately (certainly within 24 hours)

- Use the child's words wherever possible
- Be factual/state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!)
- Never prompt or probe for information, your job is to listen, record and pass on.
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**.
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?'
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Headteacher/line manager or consult directly with the City & Hackney Safeguarding Children Partnership.

If you do need to ask questions, what is or isn't OK?

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc.
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal.
- Be prepared to answer the 'what happens next' question.
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies.

- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity.
- Think about what support **you** could access if faced with this kind of situation in school.

Next Steps for DSL/Deputy DSL where staff have concerns following a Disclosure (summary)

When a disclosure is made, the DSL or deputy must take the following actions:

1. Immediate Safety and Support

- **Assess immediate risk:** Make sure the pupil is safe from harm, including physical, emotional, and online risks. Remove them from danger if necessary.
- **Urgent medical attention:** Seek first aid or medical help if required.
- **Reassure and support:** Provide emotional reassurance and ensure the pupil knows they will be supported.

2. Record and Report

- **Record the disclosure:** Write down the child's words as soon as possible, noting the date, time, and context. Complete the school's child protection concern form.
- **Do not investigate further:** Avoid leading questions or interviewing the child further.
- **Report promptly:** Pass the record to the DSL immediately.
- **Refer to external agencies:** The DSL will contact children's social care and/or police where required, in line with statutory guidance.

3. Contextual Safeguarding and Wider Risks

- **Assess the wider context:**
 - Identify whether other pupils (e.g., siblings, friends, witnesses) may be at risk.
 - Consider risk factors beyond the school, such as home environment, community, and school transport.
 - Review whether the incident is part of a pattern or linked to wider safeguarding concerns (e.g., exploitation, gangs).
- **School transport:**
 - If the incident is connected to travel to/from school, liaise with transport providers and parents/carers to ensure ongoing safety.
 - Adjust arrangements (e.g., seating plans, supervision) if necessary.

4. Social Media and Online Safety

- **Acknowledge online risks:**
 - Recognise that social media and messaging platforms may play a central role in the incident's aftermath, including possible harassment or bullying by friends, peers, or others.
- **Monitor for online abuse:**
 - Ask the pupil if they are experiencing online harassment or bullying related to the incident.
 - Encourage pupils and parents to report abusive content to the platform and the school.
 - Advise pupils not to retaliate or respond to online abuse.
- **Take action:**
 - Work with parents/carers to support pupils with online safety.
 - Inform parents of other affected pupils if there is a risk of online harm.

- Report any serious online abuse to external agencies (e.g., police, social care).
- **Educate and support:**
 - Remind pupils of the school's acceptable use and online safety policies.
 - Provide guidance and support for any pupil affected by online fallout.

5. Support for Victims and Witnesses

- **Provide ongoing support:**
 - Arrange pastoral support or referral to external services for victims and witnesses.
 - Monitor all involved pupils for signs of distress.
- **Monitor for bullying or retaliation:**
 - Watch for any signs of bullying, exclusion, or retaliation—both in person and online.
 - Take swift action in line with the school's anti-bullying policy if any is found.

6. Managing the School Environment

- **Review supervision:**
 - Adjust supervision or groupings as needed to maintain safety.
- **Consider safeguarding in all settings:**
 - Make changes to routines or environments (e.g., seating plans, break time arrangements) to reduce risk.

7. Communication and Confidentiality

- **Share information on a need-to-know basis only:**
 - Keep records secure and limit access to safeguarding team and relevant staff.
- **Engage parents/carers as appropriate:**
 - Inform parents/carers unless it would put the child at further risk.
 - Provide advice on supporting their child, including managing digital risks and social media.
- **Liaise with external agencies:**
 - Attend strategy meetings or multi-agency discussions as required.

8. Ongoing Review

- **Monitor the situation:**
 - Schedule regular check-ins with the pupil(s) involved and review ongoing risks, including online activity.
- **Update records:**
 - Keep detailed, dated records of all actions taken and any new developments.
- **Adapt support as needed:**
 - Ensure the child's voice is heard and support is tailored as their needs develop.

Appendix 5: What is abuse and neglect?

All school and college staff should be aware that abuse, exploitation, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Definitions of child abuse

There are four types of child abuse.:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse:

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 maltreatment of a child, although it may occur alone.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. This type of abuse can take place online, and technology can be used to facilitate offline abuse.

This type of abuse is not solely perpetrated by adult males. Women can also commit this type of abuse, as can other children. See KCSiE (2024).

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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of abuse:

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore, it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

Physical Abuse:

Most children in daily life will collect cuts and bruises. But each child is different, and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place sometime later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Emotional Abuse indicators:

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional Abuse can occur when Domestic Abuse happens in the presence of children. Hearing or seeing domestic abuse can have a traumatic effect on children.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour or presentation which can indicate emotional abuse include:

- depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- neurotic behaviour e.g. sulking, hair twisting, rocking
- obsessions or phobias
- sudden underachievement or lack of concentration
- seeking adult attention and not mixing well with other children
- sleep or speech disorders
- negative statements about self
- extreme shyness or passivity
- running away, stealing and lying
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress
- reporting parental violence or discord (i.e. exposure to domestic violence)

Sexual abuse indicators:

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is not just adult men who abuse children – there are increasing numbers of allegations of abuse of children against women and abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour or presentation which can also indicate sexual abuse include:

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance
- running away from home
- Sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- Sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in an explicit way towards adults

Neglect:

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food
- constantly dirty or 'smelly'
- loss of weight, or constantly underweight
- inappropriate clothing for the conditions
- frequent diarrhoea
- untreated illnesses, injuries or physical complaints

Changes in behaviour or presentation which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Other behaviours that are indicators for early help

- a child who has experienced multiple suspensions; is at risk of being permanently excluded from school or a child in alternative provision or a pupil referral unit
- a student who has a parent/carer in custody or is affected by parental offending
- a student who is frequently missing/goes missing from education, home or care

Appendix 6: Recording Low Level Concerns Form

Low Level Concern about another Staff member Form

This form should be completed when there is cause for concern that is below the threshold for reporting to the LADO. It should be given to the Headteacher.

Details of Staff Member:

Name:

Post:

Details of the person reporting concerns: (not mandatory)

Full Name:

Post:

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with the school's Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (please use a separate sheet if necessary).

Section B:

Details of concern/incident: (What was said, observed, reported, date if known)

Signed:

Date:

Headteacher Response:

Action taken: (Did you do anything in response to the incident/concern?)

This record will be held securely in accordance with the schools GDPR policy. Please note that low-level concerns will be treated in confidence as far as possible, but the school may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Headteacher Signature:

Date

NEW FORM
here

Appendix 7: Recording and Monitoring Forms

Concern Recording Form

This form should be completed when there is cause for concern and given to your Designated Safeguarding Lead as soon as possible.

Details of Pupil:

Child's Name:

Child's Year/group (or age):

Details of the person reporting concerns:

Full Name:

Post:

Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B

Section A:

Date and time of incident/disclosure:

Date this form completed:

Location of incident/disclosure:

Please circle relevant factors of incident (all that apply) :

Bullying / online / SVSH / prejudice / Protected characteristic / other

Other persons present:

Section B:

Details of concern/disclosure/incident:

(What was said, observed, reported)

Action taken:

(What did you do following the incident/disclosure/concern?)

Follow Up: (Decisions , outcomes)

Any other relevant information:

Signed:

Date:

For completion by the Designated Safeguarding Lead (DSL):

DSL Response:
Action taken by DSL and rationale for decision / action: <i>(<u>include</u> logging incident in relevant file if incident involves Bullying / PC / SVSH/RPI)</i>
Outcome of action taken by DSL:
Follow up action by DSL:
Feedback given to person reporting the concerns:
Review date:

Signed by DSL: _____ Date: _____
Full Name: _____

Checklist for DSL:

- ☐ Concern described in sufficient detail?
- ☐ Distinguished between fact, opinion and hearsay?
- ☐ Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim). Jargon free?
- ☐ Review date noted in DSL diary
- ☐ Is report free from bias or discrimination/stereotyping or assumptions?
- ☐ Concern recorded and passed to DSL in a timely manner?
- ☐ Incident logged if relevant in Bullying, RPI, SVSH records. (circle)

Monitoring – Chronology of concerns log – information to put on CPOMS

To be used when a Safeguarding Concern is being monitored – instances where referrals were or were not made to another agency such as LA children's social care or the Prevent Programme

Pupil's Name _____

Pupil's Address _____

Date of birth _____ Current Age _____ Year group _____

Is this child on a child protection register? _____ Yes/No

This monitoring form is for those children about whom there are safeguarding concerns or whose name is on the child protection register. Please record summary details as follows:

Date	Event	Any documents that could be shared to help evidence anything e.g. emails (optional)	Why did this generate concern? (optional, but may help reflection)	What action has been taken? (school response)
------	-------	---	--	---

dd/mm/yy				

CONFIDENTIAL MAY ONLY BE KEPT IN DESIGNATED SECURE PLACE
by person recording

Signed

Appendix 8: Safer Recruitment and DBS checks – policy and procedures

Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- . Our school's commitment to safeguarding and promoting the welfare of children
- . That safeguarding checks will be undertaken including online and social media searches.
- . The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- . Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.

Application forms

Our application forms will:

- . Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- . Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- . Consider any inconsistencies and look for gaps in employment and reasons given for them
- . Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- . Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list

- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- . Sign a declaration confirming the information they have provided is true

We will also advise applicants that we may do an online search to help identify any incidents or issues that are publicly available online.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- . Not accept open references
- . Liaise directly with referees and verify any information contained within references with the referees
- . Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- . Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- . Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- . Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- . Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- . Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- . Explore any potential areas of concern to determine the candidate's suitability to work with children
- . Record all information considered and decisions made

Pre-appointment vetting checks

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

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- . Verify their identity

- . Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- . Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- . Verify their mental and physical fitness to carry out their work responsibilities
- . Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- . Verify their professional qualifications, as appropriate
- . Ensure they are not subject to a prohibition order if they are employed to be a teacher
- . Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - o For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - o For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- . Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state. Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

Regulated activity means a person who will be:

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

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- . There are concerns about an existing member of staff's suitability to work with children; or
- . An individual moves from a post that is not regulated activity to one that is; or
- . There has been a break in service of 12 weeks or more

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

- . We believe the individual has engaged in [relevant conduct](#); or

- . We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- . We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- . The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

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

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

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

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

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

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

Refer to Visitors Policy

Trainee/student teachers

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

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

Volunteers

We will:

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

- . Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the Governing Body will have their DBS check countersigned by the secretary of state.

All governors and members will also have the following checks:

- . A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- . Identity
- . Right to work in the UK
- . Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

See Equality Policy Appendix A for Recruitment of Ex-offenders

Appendix 9: Vetting Outside Speakers and Users of Premises

Speaker / User Group:

Date:

Staff coordinator:

Purpose of visit:

Prior to the visit discuss with the visitor how their session will add value to the pupils' learning experience. What do you expect the pupils to gain from this visit?	
What subject material will the speaker be covering? Is it appropriate?	
Have you ensured that the activity meets Health and Safety guidelines and that visitors are aware of the school's safeguarding procedures and policy?	
Ensure that the visitor/external agency has the required expertise and necessary experience/skills to deliver sessions that are age appropriate and factually accurate. On what have you based this?	
Ensure that the visitor/external agency has a named contact and telephone number/email address. Please also note it here.	Contact name: Contact no./email:
Inform the visitor/external agency regarding any specific needs of the children (where applicable) so that the sessions are inclusive.	
Ensure that the relevant staff members are present during the session as they are responsible for class discipline, monitoring and evaluation. Please list who will this be.	

Permission granted:

Date:

APPENDIX 10: TRAINING MATRIX FOR STAFF IN SCHOOL

Safeguarding Training Requirements – Hackney, Barnet, Salford

Training	Requirement
Safeguarding Induction Who: Whole school including governors, supply staff, office staff, cleaners and volunteers Frequency: At the start of employment/work	Statutory requirement (DfE, KCSiE) Induction should be differentiated based on the role and status. It should be in line with the local Safeguarding partnership advice. The statutory elements of induction are: Reporting concerns, Child Protection procedures, School behaviour system, Staff Conduct handbook (including acceptable use of technology), Online Safety, Filtering and Monitoring systems and responsibilities, Role of DSL, Whistleblowing, Part 1 KCSiE, Child Protection policy, PREVENT
Basic Safeguarding and Child Protection training Who: Whole school inc governors Frequency: Hackney - every 2 years, Barnet – every 3 years Salford – 18 months recommended Note: When keeping a record of all staff training, it is important to retain copies of certificates and materials used.	Statutory requirement (DfE, KCSiE) INTERLINK TRAINING AVAILABLE Hackney Learning Trust provides the following guidance: MIN 3 HOURS: <i>To be delivered by a suitably experienced and qualified trainer and covers the following:</i> <ul style="list-style-type: none"> <input type="checkbox"/> School's statutory responsibilities to safeguard and promote the welfare of children; <input type="checkbox"/> Definitions of safeguarding and child protection; <input type="checkbox"/> Reference to statutory guidance including Keeping Children Safe in Education; <input type="checkbox"/> A description of 'significant harm'; <input type="checkbox"/> The four categories of harm, including signs, symptoms and indicators; <input type="checkbox"/> Information on specific safeguarding risks (and any additional relevant) SVSH, FGM, Children Missing Education, Online Safety Peer on Peer /Child on Child abuse incl SVSH <ul style="list-style-type: none"> <input type="checkbox"/> PREVENT duty <input type="checkbox"/> Actions to be taken by staff in response to concerns; <input type="checkbox"/> The role of the Designated Safeguarding Lead; <input type="checkbox"/> Referral pathways to Early Help / Children's Social Care and/or additional support; <input type="checkbox"/> Reference to the school's Safeguarding Policies; <input type="checkbox"/> Safe working practice and allegations against staff Would also be expected to know; <ul style="list-style-type: none"> • Managing disclosures • Confidentiality and information sharing guidance • Learning from serious case reviews • Whistleblowing • Clear understanding of the needs of all pupils, including SEND, those with mental health needs, victims of Domestic Abuse

<p>Title: Safeguarding updates</p> <p>Who: Whole school</p> <p>Frequency: At least annually</p>	<p>Statutory Requirement (DfE, KCSiE) Provided through Chinuch UK newsletters /updates KCSiE requires that in addition to whole school training “<i>all staff and governors should receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</i>”</p>
<p>Title: Online Safety</p> <p>Who: Whole school</p> <p>Frequency: At least annually</p>	
<p>Title: Safer Recruitment</p> <p>Who: At least one member of every recruitment panel, Headteacher, Proprietor or anyone with recruitment role</p> <p>Frequency: once, refresh not specified</p>	<p>Statutory Requirement for maintained schools (DfE, KCSiE) Provided through Interlink As a minimum, safer recruitment training should cover the Safer Recruitment guidance set out in KCSiE. Whilst there is no requirement to refresh this training, it is good practice to do so, particularly in light of changing requirements for vetting checks. As a minimum, it is expected that the Headteacher and Proprietor / Chair of Governors undertake this training but it is good practice to extend this to the DSL, SLT members and particularly those who are also responsible for the recruitment process and management of the single central record.</p>
<p>Title: Designated Safeguarding Lead Training</p> <p>Who: Designated Safeguarding Leads, Deputy Designated Safeguarding Leads, Possibly Headteachers – depending on role</p> <p>Frequency: Every two years</p>	<p>Statutory requirement (DfE, KCSiE) Interlink can provide Initial DSL training for London, Refresher training for Hackney, Barnet, Gateshead and Salford Designated Safeguarding Leads and Deputy Designated Safeguarding Leads must attend training specific to their role every two years. At least one Designated Safeguarding Lead should be identified and depending on the level of need and availability, more than one Deputy Designated Safeguarding Lead may be appointed. Some schools have a team of three or four Deputy DSLs, all of which must be trained to the same level as the Designated Safeguarding Lead. Salford insists DSL initial training should be their own ‘Foundation Training’, refresher training can be independently provided but at sufficient level to meet DSL requirements. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the GDPR Understand the importance of information sharing, both within your school, and with the 3 safeguarding partners and other agencies. DSL training should also include:</p> <ul style="list-style-type: none"> • Keeping detailed, accurate, secure written records of concerns and referrals • Understanding and supporting the school with regards to the requirements of the Prevent duty, and be able to provide advice and support to staff on protecting children from the risk of radicalisation • Recognise the additional risks that children with SEN and disabilities (SEND) face online, • Risks to children with Mental Health conditions • Managing allegations against staff

<p>Title: Designated Safeguarding Lead Updates</p> <p>Who: Designated Safeguarding Leads, Deputy Designated Safeguarding Leads</p>	<p>DSL to update knowledge and skills "at regular intervals, but at least annually". These updates can include: E-bulletins Meetings with other DSLs Taking time to read and digest safeguarding developments</p> <p>Records should be retained in a learning file</p>
<p>Title: Prevent duty – Radicalisation and Extremism</p> <p>Who: Whole school</p> <p>Frequency: Not specified</p>	<p>Statutory requirement (Counter Terrorism and Security Act, 2015) Designated Lead is required to take Prevent Awareness training KCSIE 2019 Interlink includes a PREVENT duty briefing within Basic Safeguarding training</p> <p>All staff should be knowledgeable and confident enough to identify concerns and respond appropriately. Staff should also be able to manage difficult and sensitive conversations with children. Headteachers, proprietors, governors and DSLs will also need to understand the Prevent Duty placed on schools, what this means and how to ensure that the school's arrangements are compliant and effective. For instance, vetting speakers, hiring out school hall, security arrangements.</p>
<p>Area: Specific safeguarding issues</p> <p>Who: DSL, SLT, SENCO</p> <p>Frequency: Not specified</p>	<p>Good practice - KCSIE</p> <p>Areas and frequency not specified but KCSiE and Ofsted expect staff to be knowledgeable about a range of safeguarding issues, this list is not exhaustive and all training should be informed by the school's needs. For example;</p> <ul style="list-style-type: none"> • Specific safeguarding needs of children with SEND • Mental Health support. • Children missing education. • Managing Peer on Peer /child on Child abuse incl SVSH
<p>Casework Supervision</p> <p>Who: DSL and Safeguarding Team</p> <p>Frequency: Monthly/Half Termly</p>	<p>Statutory (HM Government, working together to safeguard children)</p> <p>Supervision arrangements should be in place for all staff working directly and regularly with children whose safety and welfare are at risk.</p>
<p>First Aid</p> <p>Who: nominated staff</p> <p>Frequency: Every 3 years - or validity of certificate</p>	<p>Statutory (The Health and Safety (First-Aid) Regulations 1981)</p> <p>The minimum requirement is that an appointed person must take charge of the first aid arrangements. The school's assessment should identify the number of appointed persons needed. Arrangements should be made to ensure that this cover is available at all times while people are on school premises. Secondary schools require First Aid in the workplace.</p> <p>Designated names of First Aiders need posting. A first aider must hold a valid certificate of competence, issued by an organisation whose training and qualifications are approved by the HSE. Standard first aid at work training courses do not include resuscitation</p>

Other recommended / good practice training GDPR Health and safety Risk Management/Risk Assessments/Fire Risk Assessments	Refer to Health & Safety Policy, GDPR policy
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CONTACT DETAILS FOR CITY & HACKNEY SAFEGUARDING CHILDREN BOARD

(For children who are resident in the London Borough of Hackney)

Immediate Report to Duty Officer at Social Services and/or Police: if a child is perceived to be in immediate danger or in the case of criminal offences against a child or any other form of obvious, ongoing/recent serious harm.

FAST (First Access and Screening Team) - 020 8356 5500, or the

Duty Social Worker -020 8356 4844 any time Monday - Friday for advice, guidance or to make a referral.

The **Out of Hours service** - 020 8356 2710 after 5.00 pm and at weekends

Fax - 020 8356 5516/7,

email FAST@hackney.gov.uk, or secure e-mail on FAST@hackney.gov.uk.cjsm.net

Postal address: FAST, Hackney Learning Trust, 1 Reading Lane, Hackney E8 1GQ

CONTACT DETAILS FOR HARINGEY SAFEGUARDING CHILDREN BOARD

(For children who are resident in the London Borough of Haringey)

For board information call 020 8489 1470/3145

If a child is perceived to be in immediate danger or in the case of criminal offences against a child please call 999.

Call **Single Point of Access (SPA)** 020 8489 4470, Monday to Thursday 8.45 am – 5pm, Friday 8.45 am to 4.45 pm for advice about a child

Where there is no immediate risk of significant harm or abuse to the child, but where you believe some early help and additional support may be needed, professionals should begin by downloading and completing a SPA form and then emailing this to spa@haringey.gcsx.gov.uk.

The **Out of Hours service** (including weekends) - 020 8489 0000. An emergency duty social worker will call back.

Email spa@haringey.gcsx.gov.uk

Postal address: Haringey Local Safeguarding Children Board, River Park House, London N22 8HQ

CONTACT DETAILS FOR BARNET SAFEGUARDING CHILDREN BOARD

(for children who are resident in the London Borough of Barnet)

For information on children's services call 020 8359 4066

If a child is perceived to be in immediate danger or in the case of criminal offences against a child, please call 999.

Call **Children's Services Switchboard** on 020 8359 4066 if you are worried about a child. They will direct you to the right department. Use the same number for **Out of Hours calls** and your call will be diverted to the out of hours service.

Fax No: 0871 594 8766

Email: mash@barnet.gov.uk

Postal address: MASH, London Borough of Barnet, North London Business Park, Oakleigh Road South, London, N11 1NP

MASH is an acronym for Multi Agency Safeguarding Hub.

CONTACT DETAILS FOR CASTLE POINT SAFEGUARDING CHILDREN BOARD

(for children who are resident in Canvey Island)

Children's Social Care (Multi-Agency Safeguarding Hub - MASH)

If you are concerned about the immediate safety of a child, young person or vulnerable adult:

- Call the **Police** using the **999** emergency number.

If you would like help and/or advice or wish to speak to someone anonymously about concerns for a particular child:

- Call the **NSPCC Helpline** on **0808 800 5000**
- **During Office Hours:**
Phone: 0345 603 7627
Hours: Monday to Thursday 8:45 am to 5 pm, and Fridays 8:45 am to 4:15 pm.
- **Out of Office Hours (Emergency Duty Team):**
Phone: 0345 606 1212
- **NSPCC Helpline (for advice or anonymous reporting):**
Phone: 0808 800 5000

You can also submit a concern online via the Essex County Council website.