



INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

IJDS Safeguarding Children Policy

Introduction

All members of staff play an important role in identifying potential cases of child abuse. For this procedure to work, it relies on the skills and expertise of every member of staff and adult within school to recognise and report concerns. In addition, in order for the school to fulfil the 'Prevent duty', it is also essential that staff are able to assess the risk of children being drawn into terrorism; identify children who may be vulnerable to radicalisation and know what to do when they are identified.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government publications: "Working Together to Safeguard Children" 1999, "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003, "Safeguarding Children: Safeguarding: Guidance about Safeguarding Arrangements for the Education Service" 2004. "Safeguarding Children and Safer Recruitment" 2007 and "Keeping Children Safe in Education" 2016.

The Directors and staff in the IJDS believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Wherever the word staff is used it covers all staff on site including supply staff and volunteers working with children.

Aims

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and also to identify children who may be vulnerable to radicalisation.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all staff in cases of suspected abuse or radicalisation.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services and the Local authorities who are vital to all aspects of Prevent duty work.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

Procedures

Our school procedures for safeguarding children will be in line with the Safeguarding Essential Guidance for Education Staff procedures.

We will ensure that:

- Directors understand and fulfil their responsibilities.
- All staff receive updated training every three years and CPOs every two years at the appropriate level.
- All members of staff attend an annual Safeguarding INSET. The training session will ensure that all members of staff understand the signs and indicators of abuse including symptoms of Honour Based Violence (HBV).
- All members of staff will be provided with a copy of the most recent version of “Keeping Children Safe in Education” document. Staff are expected to sign that they have read and understood the document.
- All members of staff know how to respond to a pupil who discloses abuse and how to identify individual children who may be at risk of radicalisation and extremist views and what to do to support them.
- In addition, the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Risks will be identified within the given local context as well as an awareness of the increased risk of online radicalisation.
- We will seek to ensure the suitability of adults working with children on school sites at any time.
- We will ensure that our selection and recruitment of staff includes checks for their suitability with the relevant authorities.
- We will ensure that any member of staff found not suitable to work with children will be notified to the appropriate bodies.

Responding to Concerns

If a child decides to make a disclosure to a member of staff it is very important that certain steps are taken. Members of staff should not interrogate the child or investigate what has happened, as this may prejudice further enquiries. Listen to the child. He/she should be reassured, and the allegations should be taken seriously. It should be explained that, as a result of the disclosure, you are concerned for the child's well-being. The child must be allowed to disclose at his/her own pace, without questioning or prompting. Do not ask the child leading questions or probe for information that the child or young person does not volunteer. If possible staff should write brief notes as the child makes the disclosure. These original notes should be kept, no matter how rough, as they may have important information that could be lost in a later, neater transcript of the events.

Staff are advised not to give a guarantee of confidentiality to the child. The child should be reassured that they have been heard and it should be explained to the child what you will do next and to whom you will talk. Explain that you might have to share the information that the child has given you with another responsible adult. Tell the child that you have a responsibility to get something done to help keep them safe. Discuss the child's disclosure with the CPO immediately. As soon as possible, and certainly within 24 hours, the Head/Designated Child Protection Officer should notify the MASH (Multi-agency Safeguarding Hub) team. They will set up their own investigations. The MASH team have an online form to report the concern.

Record Keeping

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child that gives cause for concern should be recorded. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed, dated and timed, if appropriate. It is important to remember that any issues are confidential and staff should know only on a need to know basis.

Information to be recorded:

- Child's name and date of birth
- The incident(s) which gives rise for concern with date(s) and times(s)
- A precise record of what the child or young person has said.
- If recording injuries indicate position, colour, size, shape and time on body map.
- Action taken

These basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the CPOs. The head should always be kept informed of any significant issues. An example of a CP record form can be found in Appendix 1.

Storage of Records

The CPO will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

Reasons for Following Procedures

1. It protects the child to the best of our ability
2. It avoids delay
3. It provides consistency
4. It protects all staff
5. It ensures that, if further action is taken by another agency, then the school has followed the protection procedures

If a child discloses abuse or staff are suspicious, it is very important in these cases that prompt and correct procedures are followed. The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between facts and allegations. Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has happened, it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then report the concern to the relevant authorities.

Child Abuse - definition

An abused child is a boy or girl under the age of 18 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, which the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child.

Four main types of abuse

1. **Physical abuse** involves causing physical harm to a child, for example:

Hitting	Shaking	Throwing	Burning or scalding
Poisoning	Drowning	Suffocating	Fabricating the symptoms of, or deliberately inducing, illness

Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented this includes female genital mutilation (it cannot be justified as a cultural or religious practice).

2. **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse may involve:

Physical contact		Non-contact activities
Assault by penetration. For example: <ul style="list-style-type: none"> • Rape • Oral sex 	Non-penetrative acts. For example: <ul style="list-style-type: none"> • Masturbation • Kissing • Rubbing • Touching outside of clothing 	For example: <ul style="list-style-type: none"> • Involving children in looking at, or in the production of, sexual images • Watching sexual activities • Encouraging a child to behave in sexually inappropriate ways • Grooming a child for abuse (including via the internet) • Sexting (see details below)

The term 'sexting' is used to describe the sending and receiving of sexually explicit photos, messages and video clips, by text, email or posting them on social networking sites. Sexting can be defined as: 'The exchange of sexual explicit messages' and 'creating, sharing and forwarding sexually suggestive or nearly nude images' through mobile phones/devices and the internet' **by children under the age of 18** or of children under the age of 18

3. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 care-givers)



Ensure access to appropriate medical care or treatment



Meet or respond to a child's basic emotional needs

4. Emotional abuse is the persistent emotional mistreatment of a child such as to cause severe and adverse effects on the child's emotional development. All abuse involves some emotional ill-treatment; this category should be used where it is the main or sole form of abuse.

It may involve:

- Conveying to the child that they are worthless or unloved, inadequate, rejected or valued only insofar as they meet the needs of another person
- Silencing or 'making fun' of the child
- Limiting the child's exploration / learning / social interaction
- Inappropriate expectations being imposed on the child
- Exposing the child to the ill-treatment of another
- Serious bullying (including cyberbullying)
- Exploiting and corrupting

Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

Additional concerns which require action

Domestic Abuse

The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being the subject of it is likely to adversely impact on a child and it should be treated as physical or emotional abuse as appropriate.

'Honour Based' violence

So-called 'honour-based' violence (HBV) 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. This may also include Child Sexual Exploitation (CSE). All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

There are a range of potential indicators that a child may be at risk of HBV. Further guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found in the Multi Agency Statutory Guidance on FGM.

Section 5B of the FGM Act 2003 places a statutory duty upon staff 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 staff to see visual evidence, and they should not be examining pupils.

Forcing a person into a marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). If staff have a concern regarding a child that might be at risk of HBV, they should follow regular safeguarding procedures and report to the CPO.

Peer on peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence, sexual assaults and sexting. These forms of abuse should also be reported to the CPO who will take further action to safeguard the relevant children.

SEN Pupils

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff will use their professional judgement in identifying children who may be at risk of radicalisation, act proportionately and use the same Safeguarding principles to keep these children safe.

Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. Staff should not contact the family if they have reason to believe that this would put the child at risk.

Various Signs and Symptoms

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
- Bruise marks in or around the mouth
- Black eyes, especially if both eyes are black and there are no marks to forehead or nose
- Grasp marks
- Finger marks
- Bruising of the ears
- Linear bruising (particularly buttocks or back)
- Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance– repeated infections etc.

Key Contacts:

Child Protection Officers:

The two Designated CPOs for the school are:

Mrs Stacey Sinclair, Inclusion Manager: senco@ijds.co.uk

Mrs Lisa wolf, Acting Deputy Head: lwolf@ijds.co.uk

The MASH (Multi-agency Safeguarding Hub) team can be contacted on:

MASH

London Borough of Barnet

North London Business Park

Oakleigh Road South

London

N11 1NP

Phone number: 020 8359 4066

Email: mash@barnet.gov.uk

The Barnet Local Authority Designated Officer is Ms Shrimatie Bissessar:

shrimatie.bissessar@barnet.gcsx.gov.uk

The Safeguarding Governor is Mrs Tamar Berman: tberman@ijds.co.uk

Concerns regarding the Head Teacher should be reported to Mrs Ayalah Hirst, Chair of Governors: chair@ijds.co.uk

Responsibilities:

The designated CPOs are responsible for:

- Referring a child, if there are concerns about possible abuse, to the Children's Services MASH team as soon as possible and within 24 hours.
- A written record of the referral will be sent to the MASH team within one day of making a referral by telephone.
- Acting as a focal point for staff to discuss concerns.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept within the school.
- Liaising with other agencies and professionals.
- Ensuring that either they or the member of staff attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report.
- Ensuring that any pupil currently on the Safeguarding register who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising Safeguarding training for all school staff.
- Providing an annual report for the governing body, through the Safeguarding Governor detailing any changes to the policy and procedures; training undertaken by the CPO, and by all staff and governors; number and type of incidents/cases, and number of children on the Safeguarding register (anonymised).
- If the child is in Nursery or Reception (and is therefore within a registered EYFS setting) Ofsted will be informed within 14 days of any allegations of serious harm or abuse to children by those looking after them, and of the action taken by the school.

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Providing continuing support to a pupil, about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

- We recognise that all matters relating to Safeguarding are confidential where this is practicable and lawful.
- The Head/CPO will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Code of Practice for Staff

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Whenever possible, staff should avoid occasions where a single adult is in the company of a lone child, particularly where there is little or no possibility of the activity being supervised or observed. Activities which involve a single child working with one adult, should ideally take place in a room which can be easily observed by others. Doors should be left open if there is no other means of seeing the child and adult together. Keep physical contact to a minimum. This should only occur where there is a genuine reason for contact in relation to the activity eg. Physical Education, Music, First Aid.

Never use verbal interactions that are demeaning or belittling. Jokes should never be made at the expense of children. Extreme care should be taken so that what is said is not misconstrued and innuendo should be avoided. Staff should not share information with pupils or parents via social media. E-mail is useful for relaying information about school related matters but it should not be used for sharing personal matters. The giving and receiving of presents between staff and pupils should be done openly and within an appropriate setting. Outings with children should be staffed appropriately.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the CPOs and to seek further support as appropriate. All newly qualified teachers and classroom assistants will have a mentor with whom they can discuss concerns including the area of child protection.

Parents

The IJDS will work with parents to support the needs of their child. The school aims to help parents understand that it has a responsibility for the welfare of all pupils and that in some cases it has a duty to refer to the Social Services when acting in the best interests of the child. We will always undertake to share our intention to refer a child to Children's Services with their parents /carers unless this could potentially put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point. This policy is available to parents on the school website. For the Prevent duty it is also important to have effective engagement with parents as they are in a key position to spot signs of radicalisation. The school will assist and advise families who raise concerns and offer them the right support mechanisms.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which may include the attitude or actions of colleagues and also to be aware of their responsibility towards the Prevent duty.

Physical Intervention

Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Safeguarding or disciplinary procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including SMSC/PSHE, opportunities which equip children with the skills they need to stay safe from harm.

Pre-appointment checks

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the following necessary pre-employment checks:

- Verify a candidate's identity.
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity as specified by the DFE).
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the school will contact UKBA for guidance.
- If the person has lived or worked outside the UK, the school will require a police check from the candidate's country of origin.
- Verify professional qualifications, as appropriate.
- Where an enhanced DBS certificate is required, it must be obtained from the candidate before the person's appointment.

The DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter in regulated activity.

School Central Record

All members of staff employed or regularly volunteering in the IJDS will appear on the School Central Record.

Disqualified by Association

The Head Teacher is responsible to enquire termly whether any member of staff is disqualified by association (If a member of staff is disqualified by association the DfE's Childcare Disqualification guidance will be followed). Given that the IJDS runs an integrated programme this will apply to all members of staff working directly with children. Staff such as caretakers, cleaners, drivers, catering and office staff, who are not employed to directly provide childcare, will not be expected to disclose this information. School Directors will be expected to undertake a DBS check. They will not be required to declare whether they are disqualified by association, unless they directly manage, work or volunteer in a relevant provision.

Policy Review

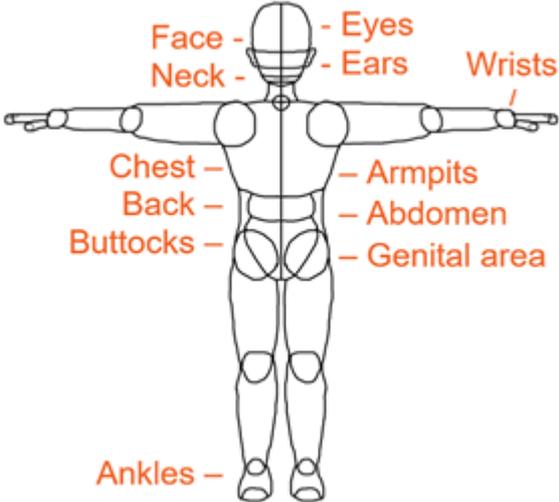
The policy will be reviewed annually.

Signed: Rabbi J. Ebrahimoff
Interim executive Head

Last Reviewed: 20.02.2018

Appendix 1

CHILD PROTECTION RECORD FORM

Name of referrer:		Role of referrer:	
Child Name:			
Date of birth:		Year Group / class:	
Details of concern:	<p><i>(Use body map if appropriate)</i></p> <div style="text-align: center; margin-top: 20px;"> <p>■ Common sites of non-accidental injury</p>  </div>		
Reported to:		Role of person reported to:	
Signed:			
Date:			

