

# Yesodey Hatorah Girls Secondary School



## Safeguarding and Child Protection Policy

**Approved by:** Mr Bibelman **Date:** 26/03/18

**Last reviewed on:** February 2018

**Next review due by:** February 2019

Safeguarding Governor:	Mr T Bibelman
Designated Safeguarding Lead:	Rabbi A Pinter
Deputy Designated Safeguarding Leads:	Mrs C Neuberger, Mrs C R Klein

## 1. INTRODUCTION

1.1 This policy includes Child Protection, The Prevent duty and Allegations of Abuse made against staff. It is in line with *Keeping children safe in education, (May 2016)* and should be used in conjunction with the school's 'Anti-bullying policy (2018)'. This policy was adopted by the Governors in March 2012 and is reviewed annually. This policy should be administered in conjunction with Halacha and where appropriate Rabbinical guidance should be sought.

Yesodey Hatorah is a community and all those directly connected (staff, governors, parents, families and Students) have an essential role to play in making it safe and secure. Yesodey Hatorah recognises our moral and statutory responsibility to safeguard and promote the welfare of all children. Yesodey Hatorah recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

1.2 Our school core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or gender, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and There are four main elements to our safeguarding policy
  - Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
  - Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - Support (for all Students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
  - Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).

1.3 The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with the guidance issued by the London Safeguarding Children Board, (LSCB) as adopted by the City and Hackney Safeguarding board (CHSCB). This policy has been developed in accordance

with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2016 (KCSIE)
- Working Together to Safeguard Children 2015 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- London Child Protection Procedures and Practice Guidance (<http://www.londoncp.co.uk>)

## **2. DEFINITION OF SAFEGUARDING**

2.1 Safeguarding is defined in KCSIE as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead or the deputies will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual Student situations or identifying features of families as part of their oversight responsibility. The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing education
- Child missing from home or care
- Domestic violence
- Drugs and alcohol
- Fabricated or induced illness
- Hate
- Mental health
- Online Safety
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse and gender-based violence or exploitation
- FGM

2.2 Every member of staff at Yesodey Hatorah recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

## **3. RELATED SAFEGUARDING POLICIES**

3.1 We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below.

- Anti-Bullying
- Health and Safety Policy
  - Behaviour Policy including Anti-Bullying, Rewards & Behaviour Management
  - SEN Policy
- Equality Policy: Race, Gender, Disability and Cultural Diversity
- Educational Visits Policy
- Recruitment Policy
- Use of Physical Intervention Guidance
- First Aid Policy
- Data Protection and Information Sharing
- Online Safety and Social Media
- Code of Conduct for Staff
- Whistle-Blowing Supporting Guidance (to be read and followed alongside this document)

### **3.2 Supporting Guidance to be read alongside this document**

- Teachers Standards 2012
- “Safeguarding Disabled Children – Practice Guidance” - DOH, 2009
- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - Safer Recruitment Consortium, October 2015
- “What to do if you are worried a child is being abused” – DfE, March 2015
- These documents can be found in the School office.

## **4. KEY RESPONSIBILITIES**

4.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children. The governing body and staff have read and will follow KCSIE 2016. Further information regarding the key strategic responsibilities of the governing body and DSL are explained later.

The school’s nominated governor for safeguarding is Mr T. Bibleman. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually. The Governing Body and SLT will ensure that the DSL(s) is properly supported in this role at a time and resource level.

The DSLS has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The DSLS will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the London Safeguarding Children Board. The DSLS’s training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (e-Bulletins, conferences, local meetings, other training etc.) at regular intervals, at least annually, to keep up with any developments relevant to their role. The school has appointed additional staff to deputise for the DSL – Mrs C Neuberger and Mrs C R Klein. Deputy DSLSs have

attended appropriate training, which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

#### **4.2 DSLS**

It is the role of the DSLS to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children.
- Liaise with other agencies and professionals in line with Working together to safeguard children.
- Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Childrens Services (SCS) as necessary.
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2016). Further details about the role of the DSLS can be found in 'Keeping Children Safe in Education' 2016, part two.

#### **4.3 Members of staff**

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm
- provide help for children, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- Contribute towards, read and adhering to the school policies

All members of staff in Yesodey Hatorah know what to do if a child tells them she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSLS and other agencies as appropriate.

Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. The welfare and safety of children are the responsibility of all staff in school and ANY concern for a Student's welfare MUST always be reported to the Designated Safeguarding Lead(s).

#### **4.4 Children and young people**

Children and young people (students) have a responsibility to:

- Contribute to the development of school safeguarding policies
- Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

#### **4.5 Parents and Carers**

Parents/carers have a responsibility to:

- Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies.

A statement in the school welcome booklet will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the school Child Protection Policy and other related policies on request at our school office.

## **5. LOCAL SUPPORT**

Sarah Wright    Head of Safeguarding    Tel: 020 8356 6824    Sarah.wright@Hackney.gov.uk

Children Social Care –  
Jeanette Cornelius-Campbell  
Designated Officer (DO) Safeguarding & Reviewing Service  
Hackney Service Centre  
1 Hillman Street  
Hackney E8 1DY  
Telephone: 020 8356 4569  
Email: Jeanette.Cornelius-Campbell

Latest DO details

As of Monday, 13 February 2017, the LADO will be Liezel Le Roux.

Liezel will be contactable on the same telephone number as present - 020 8356 4569.

- Helena Burke – Helena.burke@learningtrust.co.uk (Teaching and Learning, PSHCE / SMSC enquires)
- Tracey Thomas – Tracey.Thomas@Hackney.gov.uk (Prevent—related enquiries)
- Paul Kelly— Paul.kelly@learningtrust.co.uk (Safeguarding and Wellbeing enquiries)
- Nadia Sica— nadia.sica@hackney.gov.uk (Public Health related enquiries)

Gary Smith

DO (children social care) Tel: 020 8356 4569 g.smith@Hackney.gov.uk

Paul Kelly

Head of Wellbeing and social Tel: 020 8820 7325 Paul.kelly@learningtrust.gov.uk

Simone

Haynes Safeguarding in Education team Tel: 020 8820 7255 [simone.haynes@learningtrust.co.uk](mailto:simone.haynes@learningtrust.co.uk)

James Sykes

Safeguarding in Education team Tel: 0208 820 7285 james.sykes@learningtrust.co.uk

FAST (First access and screening team) Tel: 020 8356 55 00 fast@hackney.gov.uk  
Out of hours 0208 356 2710

NSPCC 24 hour line Tel: 080 88 00 5000

Human resources Tel: 020 8826 7000

Access and Assessment Team

Hackney Children & Young People's Service Tel: 020 8356 5500 [cscreferrals@hackney.gov.uk](mailto:cscreferrals@hackney.gov.uk)

Local Safeguarding Children Board (LSCB)  
020 8359 4540

### **Out of hours referrals**

Hackney Children & Young People's Service Tel: 020 8356 2346/2710

City and Hackney Safeguarding Children Board (CHSCB) [www.chscb.org.uk](http://www.chscb.org.uk)

London Child Protection Procedures 2007 [www.londonscb.gov.uk/procedures](http://www.londonscb.gov.uk/procedures)

Working Together to Safeguard Children 2010 - Appendix 5 [www.dfe.gov.uk](http://www.dfe.gov.uk)

Independent Safeguarding Authority [www.isa-gov.org.uk](http://www.isa-gov.org.uk)

## **In an Emergency**

Police

101 (or 999 if there is an immediate risk of harm)

## **6. RECOGNITION AND CATEGORIES OF ABUSE**

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Relational abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in KCSIE

Members of staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## **7. STAFF INDUCTION, AWARENESS AND TRAINING**

All members of staff have been provided with a copy of part one of the "Keeping Children Safe in Education" (2016) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex



A within Keeping Children Safe in Education 2016. Members of staff have signed to confirm that they have read and understood Part One and Annex A

The SLT will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. All staff members will receive appropriate safeguarding and child protection training which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving Students and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSLS and be able to seek support external to the school if required

Staff will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members will receive regular safeguarding and child protection updates including Inset training, staff meetings and briefings and e-bulletins as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff will be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy which is provided and discussed as part of the induction process.

The DSLs and SLT will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained. Although the school has a nominated lead for the governing body, Mr T Bibelman, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## **8. SAFE WORKING PRACTICE**

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management and Use of Reasonable Force Guidelines, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (2015) which can be found in the school's Safeguarding Folder and in the main office.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings.

## **9. STAFF SUPERVISION AND SUPPORT**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSLS.

All new staff including newly qualified teachers and support staff will receive induction training and have a co-ordinator with whom they can discuss concerns including safeguarding concerns.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare. The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time.

The DSLS will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 5.

## **10. SAFER RECRUITMENT**

Yesodey Hatorah is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our students and have their welfare and protection as the highest priority. The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the SLT, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

## **11. SAFEGUARDING AND CHILD PROTECTION PROCEDURES**

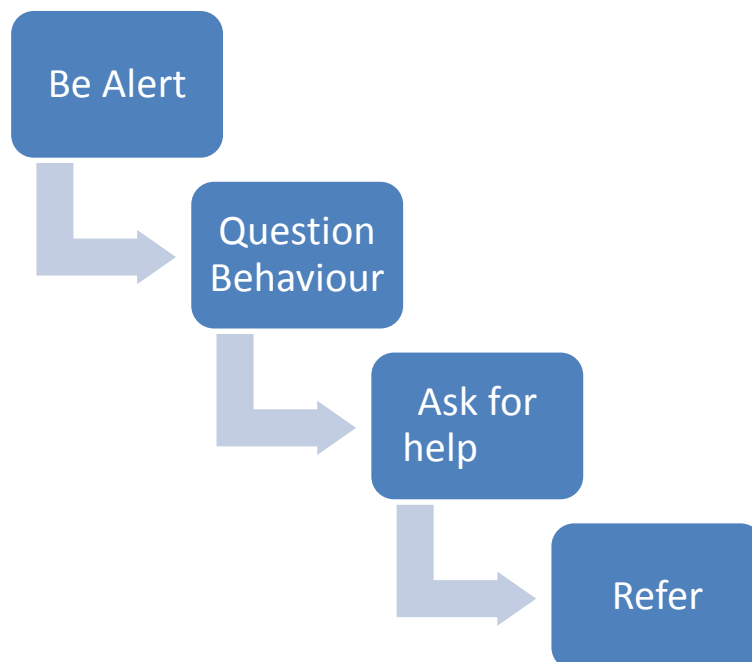
Yesodey Hatorah adheres to the London Safeguarding Children Procedures (2017). The full LSCB procedures and additional guidance relating to specific safeguarding issues can be found on the LSCB website [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

Additional guidance for staff includes:

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing advice for safeguarding practitioners (2015)
- LSCB Threshold Criteria for Children in Need
- The Assessment Framework for Children in Need and their Families (2000)
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'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through the above approach and you may want to refer immediately to the DSL or Social Care. If things seem really concerning and you suspect a crime has taken place or a child is in risk of danger of harm you should call the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer. It is the responsibility of the DSLs to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases).

This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the Local Safeguarding Lead, Liezel Le Roux.

- Advice may also be sought from the Family and Youth and/or MASH team.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the early help process, and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is assessed to be appropriate then the DSLS will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSLS will keep all early help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child. New referrals to services will be made using the agreed Hackney process i.e. CAF and Pre CAF forms. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Family and Youth and/or MASH Team. Concerns for children who are already known to services will be passed to the allocated worker / Team.

All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so. In the absence of the availability of the DSLS to discuss an immediate and urgent concern, staff can seek advice from the MASH team (020 8359 4066).

If anyone other than the DSLS makes a referral to external services, then they will inform the DSLS as soon as possible. On occasion, staff may pass information about a child to the DSLS, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSLS further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the Education Safeguards Team who will be able to discuss the concern and provide further advice on appropriate action to be taken. If after a referral a child's situation does not appear to be improving then the DSLS (or the person that made the referral) will press for reconsideration to ensure that the schools concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the LSCB procedures and DSLSs may request support via the Education Safeguarding Team (where appropriate).

## **12. RECORD KEEPING**

Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass them without delay to the DSLS using the Child Protection Concern form located in the office.

Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated. All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSLS. Incident/concern forms are kept on the staff network and hard copies are kept in the staffroom. Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSLS and are shared with staff on a 'need to know' basis only.

The SLT will be kept informed of any significant issues by the DSLS. All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting.

### **13. WORKING WITH OTHER AGENCIES**

Yesodey Hatorah recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate. Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

Yesodey Hatorah recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

The School Leadership Team and DSLS will work to establish strong and co-operative relationships with relevant professionals in other agencies.

### **14. CONFIDENTIALITY AND INFORMATION SHARING**

Yesodey Hatorah recognises that all matters relating to child protection are confidential. The Headteacher or DSLS will only disclose information about a Student to other members of staff on a need to know basis. All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also 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. Further advice on responding to disclosures can be found in appendix 4. DfE Guidance on Information Sharing (March 2015) provides further detail. If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools and Youth Groups) then advice will be sought to ensure that the

integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

## **15. COMPLAINTS**

The school has a Complaints Procedure available to parents, Students and members of staff who wish to report concerns. This can be found on the school website and on the staff network. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the Staff Discipline Policy.

## **16. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS**

Yesodey Hatorah recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher who will first contact the Designated Officer (DO) to agree further action to be taken in respect of the child and staff member.

In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team. All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) **When in doubt – consult**

## **17. ALLEGATIONS AGAINST STUDENTS**

Yesodey Hatorah recognises that young people are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), and violence.. Yesodey Hatorah is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Yesodey Hatorah believes that abuse is abuse and it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that young people recognise warning signs and supports both within the school and externally (such as Police, ChildLine, JWA, Norwood etc.)

Students who have experienced peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Students who are alleged to have abused other Students will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the young person
- Providing appropriate education and support o Sanctioning them in line with school behaviour policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions
- Speaking with police or other local services (such as early help or children’s specialist services) as appropriate.

Further information about Yesodey Hatorah’s response to allegations of abuse against Students can be located in the Anti- Bullying and Behaviour Policies. Yesodey Hatorah is aware of and will follow the LSCB procedures ([www.londonscb.gov.uk](http://www.londonscb.gov.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

## **18. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Yesodey Hatorah acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Yesodey Hatorah will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon. Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child’s disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

## **19. CURRICULUM AND STAYING SAFE**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Yesodey Hatorah will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online. Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through Spiritual, Moral, Social and Cultural development (SMSC), tutorials and the Kodesh Curriculum.

This will include, but is not limited, to bullying (including cyber bullying), radicalisation, stranger danger, relational abuse, neglect, gender based violence. Systems have been established to support

the empowerment of children to talk to a range of staff. Students at Yesodey Hatorah will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support will include:

- School/Student Council
- Pastoral Team
- Form Tutors - Tutorials
- School Counsellors
- Buddy systems
- Assembly presentations

## **20. ONLINE SAFETY**

It is recognised by Yesodey Hatorah that the use of technology presents particular challenges and risks to children and adults both inside and outside of school. Yesodey Hatorah does not allow its student to access the Internet without adult supervision. Yesodey Hatorah identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

The DSLs and leadership team have read annex C regarding Online Safety within 'Keeping children safe in education' 2016. Yesodey Hatorah will ensure that appropriate filtering (TAG) and monitoring systems are in place when Students and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

Yesodey Hatorah acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control even though the school does not allow, such as mobile phones and other internet enabled devices and technology. Yesodey Hatorah will ensure a comprehensive whole school curriculum response is in place to enable all Students to learn about 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.

## **21. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS**

Where services or activities are provided separately by another body using the school premises, the SLT and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If this is assurance is not achieved then an application to use premises will be refused.



## **22. SECURITY**

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school.