

Yesodey Hatorah Girls Secondary School

Safeguarding, Child Protection, Allegations of Abuse and Prevent Policy



Reviewed by Mrs R Klein and James Sykes LA	August 2018
Next Review	August 2019

Introduction

This policy includes Child Protection and Allegations of Abuse made against staff and is owned by the Governing body, the Head teacher and the Designated Safeguarding Lead. It is in line with [Working Together to Safeguard Children DfE, 2018](#). This policy was adopted by the Governors in August 2018 and will be reviewed annually. This policy should be administered in conjunction with Halacha and where appropriate Rabbinical guidance should be sought.

The Designated Safeguarding Lead (DSL) for safeguarding and child protection is Rabbi Pinter. Deputies to the DSL are Mrs Neuberger and Mrs Klein. The nominated Safeguarding Governor is Mr Bibelman.

The Governing body will ensure that all school staff have read and understood this policy and [Keeping Children Safe in Education 2018](#). Safeguarding and child protection training is expected to be undertaken by all staff to equip them with the skills and knowledge to be able to ensure children and young people are kept safe and their welfare is promoted.

Safeguarding and Child Protection

Everyone who works with children has a responsibility for keeping them safe. No single person can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe.

Yesodey Hatorah Senior Girls School strives to educate all its pupils within an environment where the Jewish traditions of learning, truth, justice, respect and community are promoted. Consequently the overall aim of this policy is to safeguard and promote the welfare of the children in our care. We aim to provide a safe environment in which children can learn and develop. This safeguarding and child protection policy applies to all staff, governors and volunteers working in the school. There are six main points to our policy:

1. Ensuring that we practice safe recruitment in checking the suitability of staff and volunteers who will work with children;
2. Raising awareness of safeguarding and child protection issues and equipping children with the ability to keep themselves safe by delivering a broad and balanced curriculum;
3. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
4. Supporting children who have been abused in accordance with her child protection plan;
5. Establishing a learning environment where children's welfare is paramount and where they feel safe and can maximise their capacity to learn;
6. Ensuring that outside agencies are involved where appropriate. Confidentiality should be maintained in relation to Child Protection.

We recognise that because of day to day contact with children, staff in school are well placed to observe the outward signs of abuse. The school will therefore:

- Ensure that all members of staff, volunteers and any adult who may come into contact with the students are trained with the appropriate level of child protection training and that this is kept up to date with legislation;
- Establish and maintain an environment where children feel secure, and are encouraged to talk, express their opinions and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or concerned;
- Include opportunities in the Halichos curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow guidance issued by The Department for Education and all local procedures as set out by the City and Hackney Safeguarding Children Board (CHSCB). We will also take account of guidance issued by the London Safeguarding Children Board, as adopted by CHSCB. The Governing body will ensure that:

- Yesodey Hatorah have a Designated Safeguarding Lead who is a member of the senior management team;
- The DSL has received the appropriate training in relation to the role and that they have sufficient time, resources and support to undertake this role;
- There is at least one named deputy DSL, who is also appropriately trained, who can undertake the role when the DSL is not available;
- We have a nominated Governor responsible for child protection, and that they have attended the relevant training for the role;
- All staff and volunteers have undertaken relevant training and understand their responsibilities in being alert to the signs and indicators of abuse. That they understand their responsibilities for referring any concerns to the DSL, Deputy DSL or other senior member of staff if they are not available;
- All staff are aware of the need to pass on concerns to appropriate members of staff and the procedures for doing this;
- All staff are also aware of the need for, and the rights of the child and family, to confidentiality. Information will be disseminated on a 'need to know' basis;
- Parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus and presenting our safeguarding and child protection policy on a public area of our website;
- We develop productive and supportive relationships with parents and carers and we will discuss concerns with them, unless to do so would put a child, or other community member at risk;
- Where a child is subject to a child protection plan, unless the child protection plan recommends earlier notification, we will contact Children Social Care to alert them to unexplained absences from school after two days;
- We develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at case conferences and core groups, providing written reports if required;
- We will vigilantly monitor children's welfare, keep written records of concerns about children, notifying Children's Social Care where appropriate and maintain records even where there is no need to refer the matter immediately;
- All records are kept securely; separately from the main pupil file, and in a locked location.
- All safe recruitment procedures are in place and that they are always followed;
- At least one member of every panel convened to appoint staff to work in the school will have completed the required training, either by attending face to face training, or by the on-line training available through the NSPCC;
- We have procedures in place to deal with situations where an allegation is made against a member of staff or volunteer and we will ensure that those procedures are implemented where necessary.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. They may feel helpless, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant, or they may be withdrawn. The school will endeavour to support the pupil through:

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The content of the curriculum including clear and supportive information about sources of support and advice;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse that has occurred;
- Liaison with other agencies that support the pupil such as Children Social Care, Child and Adolescent Mental Health Services, Education Attendance Service, the Educational Psychology Service and where appropriate voluntary agencies;
- Ensuring that, where a pupil subject to a child in need or child protection plan leaves the school, that their information is transferred, under separate cover to the general education file, to the named DSL in the new school and that the child's social worker is informed immediately.

Where a child leaves the school and there is no information regarding their location and initial attempts to contact those with parental responsibility have been unsuccessful the DLS will contact the Education Attendance Service for advice and alert the designated person for Children Missing from Education at HLT.

Actions and Referrals

1. Action by person receiving or identifying a concern;

- Treat the concern seriously and take all reasonable steps to protect the child;
- Call an ambulance if urgent medical attention is needed;
- Talk to the child according to age, understanding, language preference and special needs.
- Avoid leading questions and keep an open mind;
- Don't interrupt, make assumptions, offer suggestions or alternative explanations, or attempt to investigate the concern;
- Reassure the child that information will only be passed on a "need to know" basis, do not promise total confidentiality;
- Tell the Designated Safeguarding Lead immediately.

2. Action by designated person

Discuss the information with the person receiving the concern in order to decide what action to take (seek advice from children's social care if any doubt);

- Do not attempt to investigate the matter;
- Has the child suffered or is the child at risk of significant harm? If yes, contact children's social care First Access and Screening Team in Hackney or in the local authority where the child is resident and/or police immediately;
- Does the concern amount to a possible criminal offence? If yes, contact children's social care and/or police;
- Does the child need additional services? If yes, can your organisation offer the required services? If not, do you need to make a 'child in need' referral to children's social care? Seek advice if in doubt.

3. Consent

- In general, agreement to refer child welfare concerns should be sought from the child, if sufficiently mature, and/or family, provided this will not increase risk of harm or prejudice an investigation;
- Any doubts should be discussed with children's social care and/or the police.

4. Recording

- The person receiving the concern should record the information including date, time, place, those present and anything said, in the child's own words. This should be signed and dated by the person receiving and countersigned by the designated safeguarding lead;
- All decisions (including taking no further action), the reason and those who made them, should be recorded (timed, dated, signed and countersigned as appropriate);
- When calling children's social care be ready to provide the child's name, date of birth, ethnicity; address, information about the concern; details of any siblings; parents/carer's details and contact numbers;
- Details of any discussions with parents/carers should also be recorded.

You may need to refer to your notes if called to a child protection conference and/or give evidence in court.

Policy for managing allegations of abuse against staff

Introduction

All staff have a legal responsibility to report concerns about the professional conduct of colleagues whose behaviour might harm a child, and to ensure that every allegation against a member of staff is given consistent and fair consideration. This includes the proprietor, head teacher and all others with contact with pupils within the context of the school whether temporary, supply, volunteers, contracted, governors, proprietors, or otherwise.

It is essential that any allegation of abuse made against a person who works with children and young people, are dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. Guidance recommends that most allegations should be thoroughly investigated by the local authority within one month. **The process outlined in this policy is based on the statutory guidance [Keeping Children Safe in Education 2018](#): Part Four: Allegations of abuse made against teachers and other staff.**

What is an allegation?

An allegation is information or a concern which suggests that an adult working with children and young people has:

- Behaved in a way that has harmed, or may have harmed, a child;
- Possibly committed a criminal offence against, or related to, a child;
- Behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to children.

If any member of school staff sees / hears / reports / suspects something that fits into one of the 3 categories above there is a statutory duty to report this and the procedures for managing allegations against people who work with children must be followed.

All staff should take care at all times not to put themselves in a compromising situation to avoid allegations being made. Situations that should be avoided:

- Do not touch any student except in circumstances as set out in the Restraint Policy which allows teachers to touch children in order to keep them safe;
- If you are alone in a room with a child try to keep the door open or the glass in the window clear from blinds or posters;
- Do not offer a lift to a student unless there is another adult in the car.

This policy also caters for cases of allegations that might indicate that the alleged perpetrator is unsuitable to continue to work with children in their present position, or in any capacity in the school. This may be due to concerns about the persons conduct in their personal or professional life that might indicate their unsuitability to work with children.

All staff and volunteers need to be aware of and understand the procedures and what they need to do if they receive an allegation against, or have concerns regarding, the behaviour of another member of staff, volunteer or visitor.

Allegations against a member of staff by another member of staff

If any member of staff feels that another member of staff or adult has acted in a way that has made them feel uncomfortable they must report this to the DSL as soon as practical. This can be either by completing the form 'Allegations against a member of staff' which is available in the staffroom and at the

end of this document, marked confidential. Alternatively, send an email to either Mrs C Neuberger or Mrs C R Klein marked Urgent and Confidential. These allegations will be treated in confidence.

Initial response to an allegation or concern

All allegations or concerns should be reported immediately to the Head teacher or next most senior member of staff if these are not available. If the allegation is regarding the Head teacher then the next most senior member of staff needs to be informed. In these circumstances, the Chair of Governors will also need to be informed as will Human Resources at Hackney Learning Trust. Staff must make a written record of any information, including time, date and place of incident, persons present. It is important to use the child's own words; to sign and date the written record; and to immediately report the matter to the Head teacher or senior member of staff.

The member of staff should not investigate or ask leading questions if seeking clarification, they should not make assumptions or offer alternative explanations or promise confidentiality. Information, however, should only be shared on a 'need to know basis'.

Local Authority Designated Officers (LADO)

The Local Authority has a named (LA)DO who is involved in the management and oversight of individual allegation cases. They provide advice and guidance to all of the agencies and services, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that all matters are dealt with as quickly as possible, consistent with a thorough and fair process.

Head teacher's role and responsibility

This school has designated the Head teacher as the named senior officer with responsibility for ensuring that it deals with allegations, in accordance with the London Child Protection Procedures. The Head teacher will obtain written details of the concern/allegation, will record the names of any potential witnesses and discussions about the child and/or member of staff, any decisions made and reasons for decisions. The Head teacher will consult with the (LA)DO immediately. Referrals should not be delayed in order to gather information, however, it is the Head teacher's responsibility to gather sufficient information to assess if the allegation meets the criteria referred to in paragraph 3 of this document, and will decide whether it is appropriate to refer to the (LA)DO. The Head teacher will notify HR of a concern / referral made to the (LA)DO. No investigation will be carried out at this stage.

Ofsted should be informed if the allegation is made against a member of staff in the Early Years Provision.

The Head teacher, or other senior member of staff at the school, will co-operate with other professionals and attend any multi-agency meetings convened under the London Child Protection Procedures '[Allegations against staff or volunteers who work with children guidance](#)', providing information about the child and the member of staff as required.

Initial Considerations

Procedures need to be applied with common sense and professional judgement. Some allegations are so serious as to require immediate referral to Children's social care and the police for investigation. Others are much less serious, and at first sight may not seem to warrant consideration of a police investigation or enquiries by children's social care. However, it is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the school. Consequently, the (LA)DO should be informed of all allegations that come to the senior manager's attention and meet the criteria outlined in paragraph 3 so that the (LA)DO can consult police and social care colleagues as appropriate.

The senior manager should inform the accused person about the allegation as soon as possible after consulting the (LA)DO. However, where a strategy discussion is needed, or it is clear that police or

Children's Social Care may need to be involved, that should not be done until those agencies have been consulted and have agreed what information can be disclosed to the person. If the person is a member of a union or professional association, s/he should be advised to seek support from that organisation.

If there is cause to suspect a child is suffering, or is likely to suffer, significant harm, a strategy discussion /management planning meeting should be convened. Note: in these cases the strategy discussion should include a representative of the school and should take account of any information the senior manager can provide about the circumstances or context of the allegation.

The school will provide information as part of the initial consultation/strategy discussion about the allegation, including information about the child and the person against whom the allegation has been made. If a police investigation is needed, then the professionals involved will consider whether there are matters that can be taken forward in a disciplinary process in parallel with the criminal process, or whether any disciplinary action needs to wait for completion of the police enquiries and/or prosecution.

If the complaint or allegation is such that it is clear that investigations by police and/or enquiries by Children Social Care are not necessary, or the strategy discussion or initial evaluation decides that this is the case, the Head teacher will discuss with the (LA)DO the next steps that need to be taken. In such circumstances, options open to the senior manager range from taking no further action, to summary dismissal or a decision not to use the person's services in future. The nature and circumstances of the allegation and the evidence and information available determine which of the range of possible options is most appropriate.

In some cases, further investigation may be needed to enable a decision about how to proceed. If so, the Head teacher will liaise with the (LA)DO to discuss how and by whom the investigation will be undertaken. However, in some circumstances it may be appropriate for a representative from the Learning Trust to assist with the investigation, i.e. HR.

Decisions relating to the continuing use of an employee, volunteer or visitor's services will be reliant on the outcome of investigations and subsequent information. The investigation, for this purpose, will be undertaken by a senior manager. The Head teacher will discuss with the (LA)DO, and where necessary the Chair of the Governing Body or with staff at The Learning Trust, how the investigation should proceed.

The school will inform the (LA)DO of the outcome/conclusion of any disciplinary investigation or action taken once the matter has been referred back to the school. As a result the school will inform the DO of any necessary improvements to procedures or practice to help prevent similar events in the future.

Supporting Those Involved

Parents

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know about it (unless to do so would put the child at further risk). If necessary the Head teacher may consult with the (LA)DO to agree how and by whom they will be informed. Parents should also be kept informed about the progress of the case, and told the outcome, including the outcome of any disciplinary process. Timings for this will be agreed in the multi-agency meetings and with the (LA)DO. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, however, cannot normally be disclosed, but the parents or carers should be told the outcome.

Child/children

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, Children's Social Care, or the police as appropriate, should consider what support the child or children involved may need.

The accused person

The Head teacher should inform the accused person about the allegation as soon as possible after consulting the (LA)DO and deciding what information should be revealed. The Head teacher or designated senior manager or representative of HR (as agreed) – school's responsibility will also keep the person who is subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. The individual's union or professional body, occupational health services or any other employee welfare arrangements, may provide this support. In any case, if the individual is a member of a trade union, they will be advised to make contact with their trade union at the outset of the investigation. If the person has been suspended, the senior manager or HR representative – as above will also keep the individual informed of developments.

Confidentiality

Every effort should be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is being considered or investigated. If there are issues regarding possible media attention then the Learning Trust Communications Team should be contacted for advice and support.

Any allegation should also be considered as a child protection concern and normal confidentiality rules need to be applied. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes.

Information Sharing

In a strategy discussion or initial evaluation of the case all agencies concerned will share all relevant information they have about the person who is subject to the allegation and the alleged victim who made the allegation.

Suspension

The possible risk of harm to children posed by an accused person needs to be managed and evaluated. An employee, volunteer or visitor must not be automatically suspended without careful thought and consideration of the circumstances of the allegation. In making the decision, the Head teacher or senior manager for the school must consider whether the person should be suspended from contact with children for the duration of the investigation, or until resolution has been reached.

In any case, alternatives to suspension should be explored and advice sought from the DO. If the allegation has been referred and a strategy meeting is to be convened, it will be a task of the strategy meeting to consider the facts of the allegation, and although a senior manager of the organisation cannot be directed to suspend, they will be supported in making the decision.

Case Subject to a Police Investigation

If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation, they will also monitor the progress of the case.

If the strategy meeting indicates that the individual will need to be interviewed by the police, the police will endeavour to obtain consent from the individuals concerned to share the statements with the school and regulatory bodies for disciplinary purposes.

Action on Conclusion of a Case

If the allegation is substantiated and the person is dismissed or the local authority or school ceases to continue with the persons services, or the person resigns or ceases to provide their services, a referral must consider in consultation with the guidance available from the Disclosure and Barring Service. Failure to do so is an offence and will carry a significant penalty. The DBS will refer cases involving teachers

to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching. A link to details of how to make a referral to the DBS is found at the end of this procedure.

If the individual is subject to registration or regulation by a professional body or regulator the (LA)DO should advise on whether a referral to the appropriate body is required and the form and content of the referral.

If the person has been suspended and on conclusion of the case it is decided the person can return to work, the school will consider, (in conjunction with the individual and their representative if appropriate) how to facilitate this. It is likely that the person returning to work will require support for this to be successful. Depending on the circumstances, a phased return may be appropriate and the provision of a mentor will be considered should the returning employee request this support. The senior manager will also consider how the person's contact with children or the child involved in the allegation should be managed and what further training they require

Resignations and Compromise Agreements

The fact that a person tenders their resignation, or ceases to provide services, must not prevent an allegation being followed up in accordance with this procedure. It is important that every effort is made to reach a conclusion in all cases of allegations that have a bearing on the safety or welfare of children. This includes any allegation whereby the individual refuses to co-operate with the process.

The accused person will be given an opportunity to answer the allegation and make representations about it, subject to the investigation process. The (LA)DO and HR will inform how this is managed.

If the complaint or allegation is such that it is clear that an investigation by police and/or enquiries by Children Social Care are not necessary, or the strategy discussion or initial evaluation decides that this is the case then the (LA)DO should discuss the next steps with the Head teacher or Chair of Governors. In those circumstances the options open to the school depend on the nature and circumstances of the allegation. On the evidence and information available, steps will range from taking no further action to summary dismissal or a decision not to use the person's services in the future.

Disciplinary procedures and subsequent sanctions may not be possible if a person's notice period expires prior to the end of the investigation, but it is important that a conclusion is reached and recorded wherever possible.

Compromise agreements, by which the person agrees to resign from the organisation by mutual agreement in order to avoid disciplinary action, will not be used in situations where the individual is subject to investigation under child protection procedures. There must not be any agreement by which the school as employer agrees to the content of a future reference. In any event, any agreements, which are reached, will not prevent a thorough police investigation, where that course of action is appropriate, nor will it override the statutory duty to make a referral to the DBS

Action in Respect of Unfounded Allegations

If an allegation is unfounded, the (LA)DO will consider informing Children's Social Care to establish whether the child who has made the allegation is in need of assessment. Children's Social Care may need to establish whether someone else may have abused the child. In the rare event that an allegation is shown to have been deliberately invented, the police can be asked to consider whether any action might be appropriate against the person responsible.

Whistle blowing

All staff should be aware and familiar with the school's whistle blowing policy and should feel confident to voice concerns about the attitude or actions of colleagues. If a member of staff believes that a reported allegation or concern is not being dealt with appropriately they should refer to the schools whistle blowing procedures and act accordingly.

Appendix A: Contact Details and Further Information

Advice can be sought from:

Latest LADO details

Liesel Le Roux is the current Local Authority Designated Officer (LA)DO and holds responsibility for managing allegations made against professionals.

Liesel Le Roux

Local Authority Designated Officer (LADO) Safeguarding & Reviewing Service

Hackney Service Centre

1 Hillman Street

Hackney E8 1DY

Telephone: 020 8356 4569

Email: liesel.leroux@hackney.gov.uk and LADO@hackney.gov.uk

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

Helena Burke – Helena.burke@learningtrust.co.uk (Teaching and Learning, PSHCE / SMSC enquiries)

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)

Paul Kelly - Head of Wellbeing and Safeguarding Tel: 020 8820 7325 Paul.kelly@learningtrust.gov.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 & Families Service Tel: 020 8356 5500 cscreferrals@hackney.gov.uk

Out of hours referrals

Hackney Children & Families Service Tel: 020 8356 2346/2710

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

London Child Protection Procedures 5th Edition :
<http://www.londoncp.co.uk/index.html>

Statutory Guidance:

Working Together to Safeguard Children 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Keeping Children Safe in Education 2018:

https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf

Information Sharing Advice for Practitioners 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Disclosure and Barring Service:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Appendix B: Further information on safeguarding specific issues:

This additional information is taken from Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018.

Definition of 'child':

Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Safeguarding and promoting the welfare of children are defined as:

- a) protecting children from maltreatment;
- b) preventing impairment of children's health or development;
- c) ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes Child protection.

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical abuse is 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 is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

Peer on peer abuse. Children can abuse other children. This is generally referred to as peer on peer abuse. Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; initiating/hazing type violence and rituals.

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

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

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

The Prevent Duty

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard⁹⁸ to the need to prevent people from being drawn into terrorism”. 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 statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. The Prevent duty should be seen as part of schools' wider safeguarding obligations and does not require schools to take any specific action in any given circumstances, but schools should be able to demonstrate activity in the following areas.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures established for local multi-agency safeguarding. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Yesodey Hatorah School Prevent Strategy has been written in response to and in line with government guidance and forms part of the government's counter terrorism strategy which seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

The purpose of the Yesodey Hatorah School Prevent Strategy is to protect students from harm and to ensure that they are taught in a way that is consistent with the law and British values. To this end it acts to;

- Raise awareness
- Provide information
- Enable learners to make a positive contribution
- Safeguard young people

At Yesodey Hatorah School students participate in a curriculum that promotes active learning and develops critical personal thinking skills. The school's focus on active learning and questioning enables students to explore social and emotional aspects of learning throughout the curriculum. The School actively promotes diversity and shared values between the school community, the local community, the national and global community. We do this by celebrating our own school values of Community, Aspiration, Respect and Endeavour. These School Values form the basis of our students understanding of wider communities and there are numerous academic and pastoral opportunities that embed this ethos. The school challenges all prejudices including Islamophobia and anti-Semitism recognising students who are at risk of isolation. The emphasis on pastoral care through the tutor system, Rewards and Consequences, assemblies, PSHE and enrichment activities ensure that the school is a safe place to learn and that anti bullying strategies minimise hate and prejudice based bullying. The school seeks justice for incidences of such bullying and uses restorative approaches to repair harm when caused.

County Lines (as set out in the Serious Violence Strategy, published by the Home Office), a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence and weapons. Child criminal exploitation As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:

- a) in exchange for something the victim needs or wants, and/or
- b) for the financial or other advantage of the perpetrator or facilitator and/or
- c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further information on a child missing from education:

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to make arrangements to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including criminal exploitation, and to help prevent the risks of going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender. The abuse can encompass, but is not limited to:

- psychological
- physical
- gender related
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [NSPCC- UK domestic-abuse signs symptoms effects](#)

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community.

Female Genital Mutilation

It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted 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 female genital mutilation procedural information](#).

Forced marriage is a crime in England and Wales. 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). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

A parent/carer is a person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.

Education, Health and Care Plan is a single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). See the Special Educational Needs and Disability Code of Practice 0-25 (2014).

Safeguarding partners in relation to a local authority area in England is defined under the Children Act 2004 as: (a) the local authority, (b) a clinical commissioning group for an area any part of which falls within the local authority area, and (c) the chief officer of police for an area any part of which falls within the local authority area. The three safeguarding partners should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents. To fulfil this role, the three safeguarding partners must set out how they will work together and with any relevant agencies as well as arrangements for conducting local reviews.

Extract from Appendix 5 *Working Together to Safeguard Children 2010*, Procedures for managing allegations against people who work with children

Appendix

Safeguarding Referral Form – Stage 1

This form should be completed by any member of staff who may have a concern about a child that may be suffering some form of abuse. This form should be placed in an envelope and handed into one of the DSLs (Rabbi A Pinter, Mrs C Neuberger, Mrs R Klein)

Please complete on the day the concern is identified

Date	
Staff member's name	
Student's name	
Year Group	
Details/Information of the incident or concern.	
Has a disclosure been made? Please give as much information as possible.	
Staff member's signature	

Safeguarding Referral Form – Allegations against another staff member

This form should be completed by any member of staff who may have a concern about an incident regarding another staff member and handed into the DSL (Rabbi A Pinter, Mrs C Neuberger, Mrs R Klein)

Please complete on the day the concern is identified

Date	
Staff member's name and contact details.	
Staff member or adult that against whom the allegation is being made.	
Details/Information of the incident or concern.	
Action or investigation (to be completed by DSL)	
Staff member's signature	

Safeguarding Form for Governors

This form is to be completed by one of the DSLs in regard to a serious concern where further action is being taken by the school.

Name of Child (Use initials for confidentiality)	Name of DSL dealing with this concern
Nature of concern/Disclosure	
Date DSL became aware of the concern	
How did DSL become aware	
Signature of DSL	
Date	
Further action Taken	
Physical injuries will be mapped on accompanying sheet	

Older Child



