

Yesodey Hatorah Senior Girls School

Safeguarding Children and Young People Policy



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1. Introduction

This policy includes Child Protection and Allegations of Abuse made against staff and the Prevent duty. It is owned by the Governing body, the Head Teacher, and the Designated Safeguarding Leads. It was developed in line with statutory guidance such as Keeping Children Safe in Education (2021) and [Working Together to Safeguard Children DFE, 2018](#). (see Appendix A) This policy should be administered in conjunction with Halacha and where appropriate Rabbinical guidance should be sought.

This policy should be read in conjunction with the E-safety, Hall Hire, Whistle blowing, Attendance and Punctuality and Behaviour Policies.

The Designated Safeguarding Lead (DSL) for safeguarding and child protection is Mrs C. Neuberger. Mrs R. Klein is the Deputy DSL. The nominated Safeguarding Governor is Mrs S. Weiss.

Safeguarding and child protection training will take place annually to ensure that all staff are equipped with the skills and knowledge needed to ensure the children and young people are kept safe and that their welfare is promoted. This is in line with government regulations. The DSL will ensure that all school staff have read and understood this policy and part 1 of [Keeping Children Safe in Education 2021](#) and will keep clear records of this.

This safeguarding and child protection policy applies to all staff, governors and volunteers working in the school.

2. Safeguarding and Child Protection

The school follows the guidance set out by the Department for Education and local procedures which are set by the CHSCP (City and Hackney Safeguarding Children Partnership). The 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 which falls within the local authority area. We will work with these partners to ensure we co-ordinate the safety of our students when necessary.

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.

3. How we keep our students safe

3.1 Below is a list of measures we have in place to enhance pupil safety.

1. We practice safer recruitment in checking the suitability of staff and volunteers who will work with children.

2. We establish a learning environment where children's welfare is paramount and where they feel safe and can maximise their capacity to learn.
3. We ensure that safeguarding is a key element in our curriculum.
4. We handle any concerns professionally and ensure confidentiality is maintained.
5. We have procedures in place for identifying and reporting cases, or suspected cases, of abuse.
6. We support children who have been abused in accordance with their child protection plan.
7. We continuously raise awareness of safeguarding and child protection issues, which includes training on recognising mental health concerns, FGM, CSE and CCE so that staff can act appropriately when a concern is noted.
8. We work with outside agencies where appropriate – (see appendix B).
9. We have procedures in place to deal with situations where an allegation is made against a member of staff or volunteer, and we ensure that those procedures are implemented where necessary.

3.2 Pupil Information

The school's record-keeping policy for child welfare and child protection is consistent with Hackney Education's guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child from school (if different from above).
- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- If the child is or has been subject to a child in need, child protection or care plan.
- Name and contact details of GP.
- Any other factors which may impact on the safety and welfare of the child.

The Designated Safeguarding Lead will collate, securely store, and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main school file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be securely stored and only accessible to the Headteacher and the Designated Safeguarding Lead. These records will be transferred to the school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead as soon as is practicable but no longer than one working week.

3.3 Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

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

- Consider the child's wishes and feelings, but not promise confidentiality.
- Consider any urgent medical needs of the child.
- Have an immediate consultation with Hackney Children and Family Services' Multi-Agency Safeguarding Hub (MASH or the Children's Social Care team where the child is resident) if there has been a disclosure and/or allegation of abuse, including peer on peer harm, or there are clear grounds for concerns about the child's safety and well-being.
- Consult with a member of [Children and Families Service's MASH](#) if they are uncertain whether or not a referral is required or review action when a child has suffered or is likely to suffer harm (Appendix 1) or [Early help and threshold criteria for intervention](#).

In consultation with Hackney Children and Family Services' MASH or children's social care in the borough the child resides, decide:

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

OR

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Hackney MASH (Children and Family Services) for children living in Hackney needs to be completed using the [Multi-agency Referral Form](#). For children living outside Hackney the local authority where the child is resident will be contacted.

3.4 Action following a Safeguarding Referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Maintain contact with the child's allocated Social Worker as required.
- Contribute to any Strategy Discussion and/or Strategy Meeting as required.
- Provide a report for, attend and contribute to any [Initial and Review Child Protection Conference](#).
- Report to and attend the [Extra-Familial Risk Panel](#) as appropriate.
- Share the content of this report with the parent/carer, prior to the meeting.
- Attend Core Group Meetings for any child subject to a Child in Need Meeting for any child subject to a Child in Need Plan or Child Protection Plan, or the Extra-Familial Risk Panel (EFRP).
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker.

3.5 Dealing with Disagreements and Escalation of Concerns

Effective working together depends on an open approach and honest relationships between agencies and professionals. Problem resolution is an integral part of professional co-operation and joint working to safeguard children. Occasionally situations arise when workers within one agency feel that the actions, inaction, or decisions of another agency do not adequately safeguard a child. The [CHSCP Escalation Policy](#) defines the process for resolving such professional differences and should be read alongside the London Child Protection Procedures and relevant internal policies on escalating matters of concern.

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

- Levels of need
- Roles and responsibilities
- The need for action

- Progressing plans and communication

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

- The safety of children and young people is the paramount consideration in any professional activity.
- Resolution should be sought within the shortest time scale possible to ensure the child is protected.
- As a guide, professionals should attempt to resolve differences through discussion within one working week or a timescale that protects the child from harm (whichever is shortest).
- Disagreements should be resolved at the earliest possible stage.

The Designated Safeguarding Lead or other appropriate member of staff will:

- Contact the line manager in Children and Families Service (MASH) if they consider the response to a referral has not led to the child being adequately safeguarded and follow this up in writing.
- Contact the line manager in Children and Families Service if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing.
- Use the [CHSCP Escalation Policy](#) if this does not resolve the concern.

3.6 Visiting Persons and Deliveries

Most deliveries are picked up by our security guards at the window, between the two entrance doors. Where a driver is given access to the school to deliver or collect an item they do so at reception. The school ensures that anyone entering the school whilst the students are at school will either have a current DBS or said person/people will be accompanied by a suitable member of staff.

3.7 Hall Hire

The school hires out its hall for functions **out of school hours**. The Governing Body has designated a link governor with oversight in this area. This includes ensuring that there are satisfactory safeguarding arrangements in place. There is a scheme of delegation for responsibilities related to Hall Hire.

The school has full safeguarding measures in place which always puts the safety of the students first. If the students have an extended day, students will not have access to the hall or any area that has been rented out. Anyone who is on school premises that is not employed by the school, will not have access to areas being used by the students. (See School Hall Hire Policy for fuller details.)

3.8 Covid 19 and Working Remotely

We will follow Covid government guidance in response to an outbreak or other government or local authority directive. We may move to teaching remotely. Staff may work remotely should this be required. In such event, students will receive instructions via agreed contact details. Student packs will be prepared and sent out to supplement lessons, and timetables for each year group will be drawn up. Teaching will take place via conference lines where each student will have their own pin number to enable controlled access only. Systems which have been set up to monitor attendance and follow up students who fail to participate in the remote programmes, will all kick in to ensure pupil participation and safety. Where contact has not been achieved, this will be escalated to a member of the SLT.

Remote working carries a risk of disconnect between staff as well as inter-agency work. Virtual briefings and meetings on Zoom with full staff participation mitigate these risks, enable early flagging of concerns

and staying in touch with the bigger picture. Staff are also able to contact each other via email or telephone.

Staff will be reminded that it is even more important to be flagging elements of concern for discussion and assessment however trivial they may seem. With reduced staff/student interaction, it is even more important to err on the side of caution and to remember that the snippet of information being shared, might be the missing piece of the jig saw puzzle. School DSLs and safeguarding contacts can be reached on their regular contact details.

We will continue, as a school, to monitor the wellbeing of staff and students as experience of trauma, bereavement and other Covid challenges have touched so many people and families. We have provided training in these areas to staff and seek to support students through any challenges they may be experiencing. Students who see the school counsellor may continue sessions remotely.

The Charedi community generally discourages the use of social media and networking. Schools and other settings are reaching out to service users via a plethora of conference call provision and zoom meetings and teaching. Covid 19 has been an opportunity to educate and strengthen online safety, including use of effective filters and restricting social media use and educating about responsible use of mobile phones and other technology. We will monitor access to remote provision, as there is a risk of students being contacted through unauthorised access to conferences. Monitoring attendance also reduces the potential for abuse.

To ensure the safety of our students, any one to one sessions or conversations between a teacher and an individual student, should be done through the school conference call system only.

Whilst tuning in to their arranged provisions, some children may be consciously experimenting with other avenues of communication online. We will be raising awareness of the risks involved through personal safety programmes and other ways of sharing information about keeping safe online and offline.

Other Covid secure measures in school, such as enhanced cleaning regimes, ventilation, mask-wearing, hand hygiene and sanitising stations, social distancing, signage and more, are covered in our Health & Safety Policy.

3 Pupil Voice

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

We have a Student Council with representatives from all year groups and staff which meets regularly. Students share their concerns or desires with their class rep, and this is fed upwards to the meeting, is discussed, recorded, and where appropriate, may be implemented. Information is fed back to students in a variety of ways. This can be via assemblies, the school newsletter or on an individual basis.

4 Disclosures and Referrals

4.1 Safeguarding concerns may arise by observation or through a disclosure made by a student.

If there is a concern the member of staff should:

- 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.
- Not 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 and not promise confidentiality.
- Keep a clear record of the conversation 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; (See Appendix D - Safeguarding Referral Form).
- Tell the Designated Safeguarding Lead immediately.

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

4.2 Dealing with safeguarding concerns

A conversation may also take place to ensure accuracy of the information shared. The staff member should not attempt to investigate concerns on her own.

The DSL will decide what (if any) action should be taken. She may seek advice from Hackney MASH (Multi Agency Safeguarding Hub). The DSL will call the police if there is any concern that a child may have been harmed or in danger of being harmed. The DSL will support the child and liaise with different services to ensure the safety of the child and to support the child if they have experienced any form of trauma or abuse.

Records of any conversations or referrals will be carefully and securely maintained.

If a serious safeguarding issue arises the DSL will communicate this to the lead Safeguarding governor at the first possible opportunity. (See Appendix E- Referral Form to Governors) The DSL will report to governors once a term about any safeguarding concerns, referrals, or students with Protection plans. (See Appendix F – Safeguarding Overview Chart).

4.3 Monitoring

The DSL will have the responsibility to monitor the progress/performance and presentations of pupils about whom there are concerns following local procedures. This will be done formally monthly with the relevant form teacher.

The DSL will notify the Menacheles/Head Teacher and key staff relevant to that child, that a child is being monitored. This is so the care of the child can be safeguarded by those with whom the child has the most access.

4.4 Confidentiality

The school ensures that they keep any sensitive information safe and secure. The school will only share information when they believe it is in the best interest of the child and liaise with the different agencies when it is deemed appropriate.

Where a pupil is subject to a Child in Need or Child Protection Plan the school will ensure that information held 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.

If a child leaves the school and there is no information regarding their future learning location and initial attempts to contact those with parental responsibility have been unsuccessful the DSL will contact the School Attendance officer at Hackney Education.

5 Managing allegations of abuse against staff

All staff have a legal responsibility to report concerns about the professional conduct of colleagues whose behaviour might harm a child. The Head Teacher will ensure that every allegation against a member of staff is given consistent and fair consideration. This includes the principal, and all others with contact with pupils within the context of the school whether temporary, supply, volunteers, contracted, governors, or otherwise. If the Head Teacher is the subject of an allegation, then the Chair of Governors will deal with this allegation.

It is essential that any allegations 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 2021: Part Four: Allegations of abuse made against teachers and other staff](#).**

5.1 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 and [Hackney Education Positive Handling Guidance](#) 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. In exceptional cases where a member of staff may offer a lift to a student care must be taken to ensure that parents have given their consent and that there is another adult in the car at all times.

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.

5.2 When to pass on an allegation against 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 Head Teacher as soon as practical. This can be either by completing the form 'Allegations against a member of staff' (see Appendix G) which is available in the staffroom and at the end of this document, marked confidential. Alternatively, they can send an email to the Head Teacher Mrs C Neuberger marked Urgent and Confidential – (see important contact details at the end of this document). These allegations will be treated in confidence.

5.3 Local Authority Designated Officers (LADO)

The Local Authority has a named LADO 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.

5.4 Initial response to an allegation

All allegations or concerns should be reported immediately to the Head teacher or next most senior member of staff if they are not available. If the allegation is regarding the Head teacher. In these circumstances, the Chair of Governors will be informed as will Human Resources at Hackney Education. The member of staff raising the allegation should not seek to investigate any of their concerns.

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 [Local Authority Designated Officer](#) will be informed of all allegations that come to the Head Teacher or chair of governors' attention and meet the criteria outlined in the Allegations against staff guidance so that the LADO can consult police and social care colleagues as appropriate.

The HT will inform the accused person about the allegation as soon as possible after consulting the LADO. However, where a strategy discussion is needed, or it is clear that police or Children's Social Care may need to be involved, that will 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 will 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 LADO the next steps that need to be taken. In such circumstances, options open to the Head Teacher 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 LADO to discuss how and by whom the investigation will be undertaken. However, in some circumstances it may be appropriate for a representative from Hackney Education 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 LADO, and where necessary the Chair of the Governing Body or with staff at Hackney Education, how the investigation should proceed.

The school will inform the LADO 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 LADO of any necessary improvements to procedures or practice to help prevent similar events in the future.

5.5 Head teacher's role and responsibility

The Head teacher is the named senior officer with responsibility for ensuring that the school 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 LADO 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 the allegation and will decide whether it is appropriate to refer to the LADO. The Head teacher will notify HR of a concern/referral made to the LADO. No investigation will be carried out at this stage.

Where allegations are substantiated, the Head Teacher will inform governors.

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.

5.6 Supporting children involved in an allegation against a member of staff.

5.6.1 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 LADO 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 LADO. 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.

5.6.2 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.

5.7 The person about whom the allegation is being made

The Head teacher should inform the accused person about the allegation as soon as possible after consulting the LADO and deciding what information should be revealed. The Head Teacher will 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 Head Teacher or HR representative – as above will also keep the individual informed of developments.

5.8 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 Hackney Education 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.

5.9 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.

5.10 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 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 LADO. 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.

5.11 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.

5.12 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 person's services, or the person resigns or ceases to provide their services, a referral must be considered 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 LADO 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.

5.13 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 LADO 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 LADO 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

5.14 Action in Respect of Unfounded Allegations

If an allegation is unfounded, the LADO 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.

6 Low level concerns - Keeping Children Safe in Education 2021

As part of our whole school approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold (see [Part Four - Keeping Children Safe In Education 2021](#)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. We will endeavour to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of Yesodey Hatorah Senior Girls School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/setting.

6.1 What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door or
- using inappropriate intimate, intimidating or offensive language

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

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

7 Whistle blowing

All staff should be aware and familiar with the school's [Whistleblowing 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 school's whistle blowing procedures and act accordingly.

8 The Prevent Duty

8.1 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.

8.2 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. This is an example of the school's commitment to fundamental British Values.

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.

8.3 Managing the risk of children being drawn into terrorism

- We provide training to all staff so that they are able to recognise the signs of children at risk of being radicalised or drawn into terrorism.
- We ensure that our curriculum incorporates the dangers of being radicalised, groomed as part of county lines types of criminal activities and provides our students with the opportunity to make good choices with their lives.
- We 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.
- We 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.

8.4 Dealing with concerns with regard to The Prevent Duty

We will 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. We will work with the PMAP (Channel and Prevent Multi-Agency Panel) for guidance should a concern arise.

9 General measures to protect our students

Students do not access the internet at school. In rare circumstances, such as when they sit external ICT exams, where the internet is enabled, we ensure that the school does not allow access to any sites that can lead to a student accessing information that may lead to them being radicalised.

10 Important Contact Information

| Role | Name | Contact details |
|---|------------------------------------|---|
| Designated safeguarding lead (DSL) Head teacher | Mrs C Neuberger | 0208 826 5500 c.neuberger@yesodeyhatorah.org |
| Deputy DSL | Mrs C R Klein | 0208 826 5500 r.klein@yesodeyhatorah.org |
| Other contactable member if DSL/DDSL is not on site | Mrs M Halberstam Rabbi C Pinter | 0208 826 5500 0208 826 5500 m.halberstam@yesodeyhatorah.org |
| Local authority designated officer (LADO) | Liezel Le Roux | liezel.leroux@hackney.gov.uk and LADO@hackney.gov.uk |
| Chair of governors | Rabbi B Dunner | 0208 826 5500 |
| Link governor for Safeguarding | Mrs S Weiss | 0208 826 5500 |

Appendix A: Statutory Guidance

Statutory Guidance:

Working Together to Safeguard Children 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Keeping Children Safe in Education 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

Information Sharing Advice for Safeguarding 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: Agencies and Support Contact information

Hackney Key Contacts and Guidance

Useful Contact Details:

- Multi-Agency Safeguarding Hub (MASH) (previously FAST): 020 8356 5500
- Hackney MASH Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- Hackney Education Safeguarding in Education Team: 020 8820 7255
- Local Authority Designated Officer (LADO): 020 8356 4569
- City & Hackney Safeguarding Children Partnership: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000
- Disclosure and Barring Service (DBS): www.gov.uk/dbs

Useful guidance documents:

Hackney Well-being Framework and Resource Guide:

[Hackney-Child-Wellbeing-Framework.pdf](#)

London Child Protection Procedures:

<http://www.londoncp.co.uk/>

Working Together to Safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What to do if you are worried a child is being abused:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information Sharing Guidance for Practitioners:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

London Borough of Hackney Code of Conduct:

http://staffroom.hackney.gov.uk/code_of_conduct_policy_booklet.pdf

Hackney Education Whistle Blowing Policy:

<http://intranet.hackney.gov.uk/article/2050/Whistleblowing-anti-fraud-and-corruption>

Regional Contact information for out of borough children attending Yesodey Hatorah Senior Girls School

Worried about a child in Haringey?

Contact Haringey Safeguarding MASH, Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm on **020 8489 4470**

Out of office hours, including weekends call the Emergency Duty Team on **020 8489 0000**

Professionals can complete a referral form and then email this to mashreferral@haringey.gov.uk

Worried about a child in Barnet?

Please contact the MASH below to report safeguarding issues or concerns about a child.

Email: MASH@barnet.gov.uk

Telephone: 020 8359 4066

Online: [referral form](#)

Walk-in: Children and families can walk into Barnet Council, MASH, 2 Bristol Avenue, Colindale, NW9 4EW, and ask to see a children's social worker any time Monday-Friday between 9am-5pm

Worried about a child in Canvey Island?

CASTLEPOINT

(For children and young people resident in Canvey Island)

If you would like to report or discuss a concern about a vulnerable child or young person, please call Essex County Council – Children's Social Care on 0345 603 7627 (Out of office hours – 0345 606 1212)

The council can be reached on: Castle Point Borough Council, Kiln Road, Thundersley, Benfleet, Essex, SS7 1TF

Email: info@castlepoint.gov.uk Phone: 01268 882200

Castle Point Council works in line with the Southend, Essex and Thurrock (SET) Child Protection Procedures and Safeguarding Adults Guidelines. These procedures can be found on the Essex Safeguarding Children's Board (ESCB) website.

Worried about a child in Enfield?

Please call Safeguarding Enfield MASH (Multi-Agency Safeguarding Hub) Team on 020 8379 5555, Monday to Friday 9.00am to 5.00pm.

Call the emergency duty team on 020 8379 1000 at night and weekends and tell them what is happening.

For people who work with children and young people, please make your referral using the [Children Portal](#).

You can email at: ChildrensMash@enfield.gov.uk

NSPCC Helpline: 0808 800 5000

help@nspcc.org.uk

ChildLine: 0800 1111

Child Line textphone 0800 400 222

Online Safety Information and support

The following list is not exhaustive but should provide a useful starting point:

Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on, and an [Online Safety Audit Tool](#) to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

Appendix C:

Further information on Safeguarding specific issues:

This additional information is taken from Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2010.

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 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. We also recognise that CSE (child sexual exploitation) and CCE (child criminal exploitation) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into an illegal activity even where it may appear consensual.

We recognise the four main types of abuse.

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.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones and
- Children with unexplained:
 - bruises or cuts
 - burns or scalds or
 - Bite marks

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.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

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.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g., not having a winter coat
- Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Intimate Abuse involves forcing or enticing a child or young person to take part in intimate activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact but may also include non-contact activities such as involving children in looking at intimate images or grooming a child. This abuse can take place online and technology can be used to facilitate offline abuse.

Some of the following signs may be indicators of intimate abuse:

- Children who display knowledge or interest in intimate acts inappropriate to their age;
- Children who use intimate language or have intimate knowledge that you wouldn't expect them to have;
- Children who ask others to behave intimately or play intimate games; and
- Children with physical intimate health problems, including soreness in the genital and anal areas, STIs or underage pregnancy.

Other Forms of Abuse

- **Domestic violence** – We recognise that 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
 - intimate
 - 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 from the NSPCC. (See further information at the end of this appendix.)

- **Honour Based Violence (HBV)** – We recognise so-called ‘honour-based’ violence as a crime committed to protect or defend the honour of the family and/or the community. HBV includes FGM and forced marriage. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure (see Domestic Violence, Forced Marriage and “Honour”-Based Violence Sixth Report of Session 2007–08 Volume I 67) and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse and should be escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the risk of HBV.
- **Female Genital Mutilation** - It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a mandatory duty upon that individual to report it to the [police](#). We will follow the procedures set out in this document and make reference to the [guidance provided by CHSCP](#).
- **Forced Marriage** – We recognise that Forced Marriage is a crime and that anyone who entered into a marriage 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 is illegal. We will seek support from the Forced Marriage Unit if we need advice.

Persons who need careful monitoring to ensure abuse is not taking place

- A young carer – We recognise that this 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 young carer is not automatically a form of abuse but should be monitored to see that the person is not being exploited.
- A 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. This may be the parent.

- A person with an Education and Health Care Plan (EHCP). Children with an EHCP are often more vulnerable to abuse. See the Special Education Needs and Disability Practice Code of Practice (2015)

Additional Safeguarding issues

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, gang related activity and promoting positive behaviour. Determining the most appropriate agency to consult with or refer to should be made by referring to the [Children and Young People's Services Resource Guide for Professionals](#).

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of intimate images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a significant effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying must be reported and will be managed through our anti-bullying procedures. Bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

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.

For further information please see the [DfE's Guidance](#) and our school's Anti-bullying Policy.

Online Safety

The breadth of issues classified within online safety is considerable, but can be 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 school recognises that its pupils may need to use mobile phones and computers at some time and teach about e-safety. However, we know that some men, women, and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to

enticing children to engage in intimately harmful conversations, behaviours, webcam photography or face-to-face meetings.

Cyber-bullying by pupils via emails and texts will be treated very seriously.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful content and behaviour, which pupils are not allowed to access in school. In line with Yesodey Hatorah ethos and values, pupils may not access this outside of school either.

The school has an Online Safety Policy that is known to all staff and pupils.

Filters and monitoring

Governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, students do not have access to the internet at school and there are strong filters on all computers in the school that are used by staff. Students are taught about safe internet use.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like: [UK Safer Internet Centre](#). Whilst filtering and monitoring are an important part of the online safety picture for the school, Governors consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school.

There is a wealth of information available to support schools and colleges to keep children safe online. Please see the Useful Resources section at the end of this policy.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely understandable and acceptable reasons. However, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for e.g. in newsletters);
- Seek parental consent;
- Use only the pupil's first name with an image;
- Only use school equipment to make images of children (no personal devices are permitted for this purpose);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

Children missing from Education

We recognise that 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, including criminal exploitation, or radicalisation.

We follow our Attendance and Punctuality policy for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, and to help prevent the risks of going missing in future.

School staff will follow the [Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures](#) for dealing with children that go missing from education.

We will refer all cases of concern to the Education Attendance Service (EAS) and Children and Families Service.

When parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service (EAS), who will implement the 'Elective Home Education' procedure. Hackney Education is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments and we will refer to the [Pupils Out Of School Team](#) as necessary.

Children who harm others

Our school recognises that the harm caused to children by the abusive, exploitative, and harmful behaviour of other children can be significant. Children who harm others should be held responsible for their behaviour and the school staff are alerted to the fact that they are likely to pose a risk to other children in the school, home, and community.

Where this harm involves intimacy abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm.

Where a child has caused significant harm to another child, through intimate abuse or serious physical or emotional abuse, the school will make separate referrals to the MASH team (Children and Families Service) of the victim(s) and perpetrator(s). The school will be mindful that these concerns may sit in contexts unknown to the school that involve extra-familial harms.

Such children and young people are likely to be children in need, and some will, in addition, be suffering, or at risk of suffering, significant harm, and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

The London Borough of Hackney has produced [guidance regarding Multi-agency Planning \(MAP\) Meetings for children and young people who present a risk of demonstrating harmful sexual behaviour](#).

Our school will be mindful of the sections in the [London Child Protection Procedures concerning 'Harming Others'](#) and work closely with social care, the police and other agencies following a referral.

Child Sexual Exploitation

CSE is a form of abuse. This may involve physical contact, or involving children in the production of images, forcing children to look at intimate images or watch intimacy activities, encouraging children to behave in an inappropriate way or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the

perpetrator or facilitator. The victim may have been exploited even if the activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE is a complex form of abuse, and it can be difficult for those working with children to identify and assess. The indicators for CSE can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given. Even where a young person is old enough to legally consent to activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply consent cannot legally be given whatever the age of the child.

Whilst there can be gifts or treats involved in other forms of abuse it is most likely referred to as CSE if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse.

If, as a school, we are concerned a child is being exploited we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCP](#). This further [Governmental guidance](#) can be useful when considering cases of CSE.

Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#), published by the Home Office, criminal exploitation is 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.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

County Lines

As set out in the Serious Violence Strategy, published by the Home Office, County Lines is the 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.

Violence and harassment between children in schools

Sexual violence and sexual harassment (SVSH) can occur between two children of any gender. They can also occur through a group of children assaulting or harassing a single child or group of children.

Children who are victims of violence and harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing SVSH as “banter”, “part of growing up”, “just having a laugh”
- Challenging behaviours (which are potentially criminal in nature)
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children
- ‘Upskirting’ has now become a criminal offence and therefore requires a safeguarding response if happening in school.

Peer-on-peer abuse and any incidents relating to sexual Violence or Harassment are recorded confidentially on CPOMS (Child Protection Online Management System) which can only be accessed by those authorised to do so. Bullying, SVSH incidents and details of whether there was a gender based, homophobic or other aspect to the bullying will all be recorded.

The school will undertake a case file audit annually, to ensure that recording of safeguarding concerns is effective and that any themes from such concerns are addressed appropriately. This may include amending RSE curriculum plans and other resilience and awareness building measures such as Hilchos Onoas Devorim, Rechilus, Shemiras Haloshon – Jewish laws relating to responsibilities of verbal and written expression to avoid causing any damage whether emotional, financial, reputational to others.

When, we as a school, consider issues of violence and harassment between children we will consult the [governmental guidance](#) and seek support from our Children and Families Service partners.

Contextual Safeguarding

[Contextual Safeguarding](#) is an approach to understanding, and responding to, young people’s experiences of significant harm and risk beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, Children and Families Service practitioners and school staff need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

If, as a school, we are concerned a child is being exploited in an extra-familial context, as previously outlined, we will follow the procedures set out in this document and consult or refer to Children and Families Service.

The Extra-Familial Risk Panel

Hackney [Extra Familial Risk Panel \(EFRP\)](#) coordinates safeguarding interventions in cases where a child, or a group of children are:

- At risk of, or already experiencing harm caused by people outside their family and/or;

- At risk of, or already causing harm to young people outside their family.

Our school will respond to issues of risk or harm outside the family home as child protection issues and consult with and/or refer to the Multi-Agency Safeguarding Hub (MASH) following the same procedures as for any form of harm or abuse.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with [research stating](#) that SEND children can be up to four times more likely to be abused due to additional vulnerabilities. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

There is a specific focus on promoting the learning outcomes of children with SEN or other vulnerabilities. At Yesodey Hatorah, the SENCO will lead in this area.

Domestic Violence and Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, articulates different relationships, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, gender or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer-on-peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

As a school, if we are concerned about the life experience of children who are, or may be, living in a household where domestic violence and abuse are present, we will adhere to our safeguarding procedures and consult with Hackney MASH, or with the MASH team in the region which the child resides. To inform our decision making we will consult with the [information provided by Hackney Council](#).

Operation Encompass is a partnership between police and schools. A school can only join if the local police force has already joined Operation Encompass. Operation Encompass will contact the Key Adult at schools about any domestic violence incident they have attended before the start of the next school day, so school staff are aware of this when there are children of that family in the school.

Appendix D

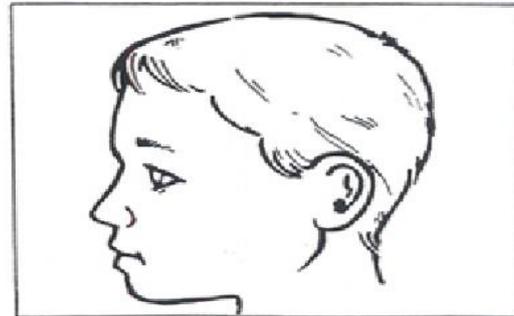
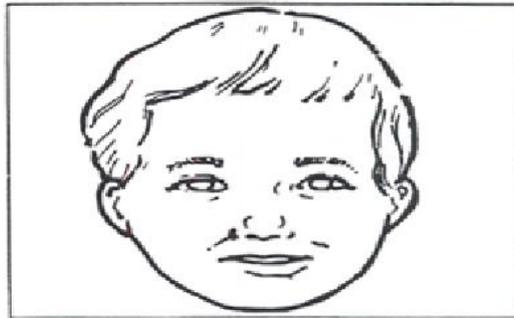
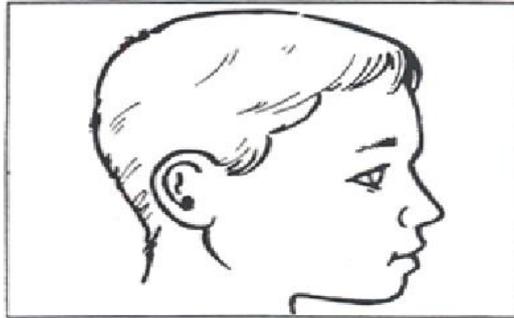
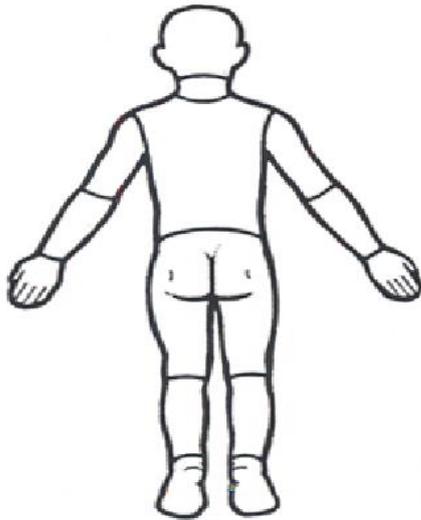
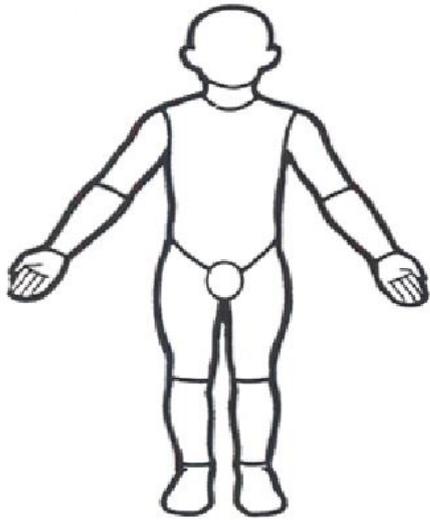
Safeguarding Referral Form for passing information to the DSL– Stage 1

This form should be completed by any member of staff who may have a concern about a child. This form should be placed in an envelope and handed into one of the DSLs (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 | |

Please plot Visual signs of concern below:



Appendix E

Safeguarding Form for Notifying Governors of serious Safeguarding Concerns

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 (If there are visual signs of concern please complete attached page) | |
| | |
| 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 | |

Appendix F

Safeguarding Overview Chart

| |
|--|
| What has the school done with regard to Safeguarding this term? |
| |
| How many individual students are there currently with a Safeguarding concern? |
| |
| Have any formal referrals been made this term? |
| |
| Comments: |
| |

Appendix G

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 to the Head Teacher (Mrs C Neuberger)

Please complete on the day the concern is identified

| | |
|--|--|
| Date | |
| Staff member's name and contact details. | |
| Staff member or adult 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 | |