

Yesodey Hatorah Senior Girls School

Safeguarding, Child Protection, Allegations of Abuse and The Prevent Duty Policy



Reviewed by Mrs R Klein	February 2021
Approved by Governors	March 2021
Next Review	February 2022

Introduction

This policy includes Child Protection and Allegations of Abuse made against staff and Prevent. It is owned by the Governing body, the Head teacher and the Designated Safeguarding Lead. It was developed in line with statutory guidance such as; [Working Together to Safeguard Children DFE, 2018](#). (see Appendix A) This policy was adopted by the Governors in November 2020 and will be reviewed annually. 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 policy.

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

The DSL will ensure that all school staff have read and understood this policy and part 1 of [Keeping Children Safe in Education 2021](#). The school will keep clear records of this. Safeguarding and child protection training is expected to be undertaken by all staff according to government guidelines to equip them with the skills and knowledge to ensure children and young people are kept safe and that their welfare is promoted.

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. 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.

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 any part of which falls within the local authority area. We will work with the partners to ensure cohesion with the way co-ordinate their safeguarding services.

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.

How we keep our students safe

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.

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 detail 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.

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 officer for safeguarding in another agency if that agency is working with the family;

OR

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

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Hackney Children and Family Services for children living in Hackney needs to be completed using the [Multi-agency Referral Form](#) (Appendix 3). For children living outside Hackney the local authority where the child is resident will be contacted.

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.

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.

Disclosures and Referrals

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.

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 FAST (First Access Screening Team) at Hackney Learning and Technology Centre. 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)

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.

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.

Hall Hire

The school hires out its hall for functions **out of school hours**. (See: Hall Hire Policy)

The school always puts the safety of the students first. In the unlikely event that the students have an extended day, access to the hall or any area that has been rented out will be restricted to students. This means that anyone who is on school premises that is not employed by the school will not have access to the area being used by the students and students will not have access to the leased out areas.

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 DSL will 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, or otherwise.

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](#).**

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.

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 DSL 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 either Mrs C Neuberger or Mrs C R Klein marked Urgent and Confidential – (see important contact details at the end of this document). 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 Education. 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'.

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 senior manager's 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 DSL 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 DSL 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.

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.

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 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 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 LADO. The Head teacher will notify HR of a concern/referral made to the LADO. No investigation will be carried out at this stage.

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.

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

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.

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 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 or designated senior manager or representative of HR 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 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 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.

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 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.

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 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

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

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.

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 (insert name of school) are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/setting.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph. 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. 95

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.

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.

The Prevent Duty

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.

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.

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.

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.

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.

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@yesosdeyhatorah.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)	Liesel Le Roux	liesel.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

Advice can be sought from:

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>

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.

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.

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.

A Child 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 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, to help identify the risk of abuse and neglect, including criminal exploitation, and to help prevent the risks of going missing in future.

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.

- Honour Based Violence (HBV) – We recognise so-called 'honour-based' violence as a crime which has been or will be committed to protect or defend the honour of the family and/or the community.
- Female Genital Mutilation – We know the Female Genital Mutilation (FGM) is illegal and that if this is suspected by a member of staff they will call the police.

- 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. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of 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.

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 will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. 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 as seriously as any other type of bullying and managed through our anti-bullying procedures.

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. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and the school will encourage parents to consider measures to keep their children safe when using social media.

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

Filters and monitoring

Governing bodies and proprietors 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, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

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 schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Staff training Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

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. on our website or in newspapers or publications);
- Seek parental consent;
- Use only the pupil's first name with an image;
- Ensure pupils are appropriately dressed;
- 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

A child going missing from education is a potential indicator of abuse or neglect. 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, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

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 intimacy abuse or serious physical or emotional abuse, the school will make separate referrals to 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.

Peer on Peer Abuse

[Peer-on-peer abuse](#) is any form of physical, intimate abuse, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, CSE, youth and serious youth violence, harmful behaviour, and/or gender-based violence. See below for more detailed information.

Both CSE and Child Criminal Exploitation are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in intimate or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

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 exploitation 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 and colleges

Sexual violence and sexual harassment 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 sexual violence or sexual harassment 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.

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.

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.

If, as a school, we are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCP](#).

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](#).

Further information on so-called ‘honour-based’ violence

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, including (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a Draft for consultation 67 wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Preventing Radicalisation and Extremism

We as a school will fulfil our responsibilities under the [Prevent Duty](#), it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect,) whether these come from within their family or are the product of outside influences.

We aim to build pupils’ resilience to radicalisation by [promoting fundamental British values](#) and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. We will be mindful of the risk of children being exposed to extremist materials via the internet.

If, as a school, we are concerned we will follow the procedures set out in this document and make reference to the [guidance provided by CHSCP](#).

Domestic Violence and Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever 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, based on the previous cross-government definition, ensures that different types of

relationships are captured, 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 lived 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. To inform our decision making we will consult with the [information provided by Hackney Council](#).

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 that may be suffering some form of abuse. 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	

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	
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?

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Comments:

Appendix G

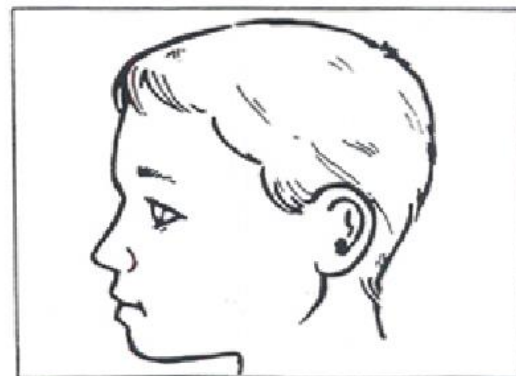
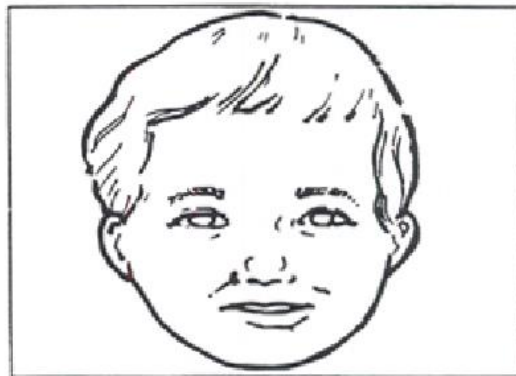
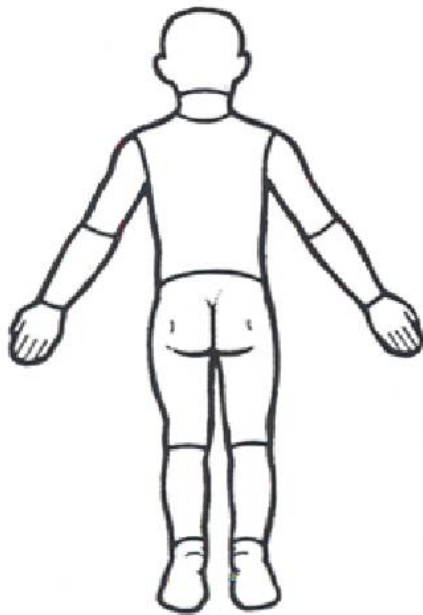
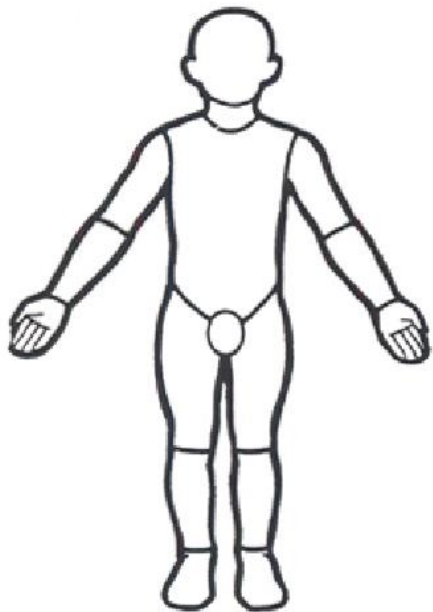
Safeguarding Referral Form – Allegations against another staff member

This form should be completed by any member of staff who may have a concern about an incident regarding another staff member and handed into the DSL (Mrs C Neuberger or the deputy 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	

Please plot any visual signs of concern below:

Older Child



Yesodey Hatorah Senior Girls School



Child protection and safeguarding: COVID-19 addendum

This is currently not applicable but has been kept incase it is needed in the
future

Approved by: Governing Body

Last reviewed on: March 2021

Next review due by: September 2021

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Important contacts

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@yesosdeyhatorah.org
Nominated governor	Mrs S Weiss	sweiss@interlink-foundation.org.uk
Other contactable member if DSL/DDSL is not on site	Mrs M Halberstam	0208 826 5500
Local authority designated officer (LADO)	Liezel Le Roux	liezel.leroux@hackney.gov.uk and LADO@hackney.gov.uk
Chair of governors (Interim)	Rabbi B Dunner	0208 826 5500

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local authority (LA) Hackney.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DFE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
 - Who do not have access to the internet at home.
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely - see front for contact details.

We will keep all school staff and volunteers informed by either by email or by phone as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, the most senior adult on site will take responsibility for co-ordinating safeguarding. The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from the local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases, we will:

- Follow up on their absence with their parents or carers, by calling home
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. These are likely to be children whose families have not met the local threshold for intervention such as a parent undergoing treatment which has significantly impacted the everyday running of the household.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests);
or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
 - How they will make contact

We have agreed these plans with children's social care where relevant, and will review them termly

If we can't make contact, we will contact the social worker.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

We will continue to have appropriate filtering and monitoring systems in place in school.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. This means that students who would normally see a councilor would be offered telephone appointments instead.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)

- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need.

In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them. Staff are expected to log in and out as usual

We will continue to keep our single central record up to date.

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the LA or DFE is updated, and as a minimum every month by the Head teacher, at every review, it will be approved by the full governing board.

16. Lettings

During Covid-19 all lettings of the school hall will be suspended.

17. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff Code of Conduct and Staff Handbook
- Health and safety policy
- Whistle-blowing policy
- Behaviour Policy