KEY CONTACTS

- **Mrs E Bialoglowski** – Headteacher
  Designated Person for Child Protection (DSL)
  020 8905 9590

- **Rav Y Weitz**, Menahel, **Rav Y Heimann**, Deputy Headteacher, **Mrs S Lebrett,** Deputy Headteacher
  Deputy Designated Person for Child Protection
  020 8905 9590

- **Mrs C Mills**
  SENDCO - Inclusion Lead - 020 8905 9590

- **Mr A Cohen** – Chair of Governors: acohen@byps.org.uk / 020 8458 7457

- **Rob Wratten, LADO**
  Allegations Team Manager (LADO),
  Safeguarding & Quality, Family Services, Children's Service
  Barnet Council, North London Business Park
  Oakleigh Road South, London N11 1NP
  Secure email: rob.wratten@barnet.gov.uk / LADO@barnet.gov.uk

- **Barnet MASH Referrals:** 020 8359 4066

- **Barnet MASH Referrals out of hours number:** 020 8359 2000

- **DSL MASH Advice Hotline:** 020 8359 7335 (Monday-Friday 10:00-11:00am)

- **NSPCC whistleblowing helpline:** 0800-028-0285

- **CAMHS referrals:** beh-tr.camhs-spoa@nhs.net / 0208 702 3111 / Barnet team for non-referral queries: 0208 702 4500

- **Exclusions: Mary Meola** - Exclusions Officer - MaryHanna.Meola@Barnet.gov.uk / 020 8359 7295. **Tracy Parrott** – Interim Exclusions Lead - Tracy.Parrott@Barnet.gov.uk. Suspension letters and PEX notifications to exclusions@barnet.gov.uk

SCHOOL VISION

Beis Yaakov Primary School is a school providing a high quality Orthodox Jewish Education alongside a high quality secular education. Our goal is to ensure that our pupils are equipped to successfully live a strict Torah-observant life and excel in their lives in the world. They value truth, honesty, respect for everyone, a lifelong love of learning and possess great self-discipline.

STATEMENT OF INTENT

Beis Yaakov Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:
- Ensuring there is a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Teaching pupils that they can feel secure and safe and they should feel free to talk and will be listened to.
- Identifying and making provision for any pupil that has been subject to abuse, or is at risk of, abuse, neglect, or exploitation.
- Ensuring that members of the Governing Body, Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the Designated Person for Children Protection (DSL).
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is the Headteacher, Mrs E Bialoglowski. In the absence of the DSL, child protection matters will be dealt with by Rav Y Weitz, Rav Y Heimann or Mrs S Lebrett, the Deputy DSLs.

ACRONYMS
This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
MASH	Multi agency safeguarding hub	The single point of contact for all professionals to report safeguarding concerns.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.

DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts

		and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff,

		proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

1. DEFINITIONS

1.1   **"Children"** and "**child**" refer to anyone under the age of 18.

1.2   For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:
- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

1.3   For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

1.4   For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

1.5   For the purposes of this policy, **"sexual harassment"** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:
- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

1.6   For the purposes of this policy, **"upskirting"** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

1.7   For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, is defined as the sharing between pupils of sexually explicit content, including

indecent imagery. For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:
- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

1.8   For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

1.9   For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

1.10   For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

1.11   For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

1.12   For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer

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

2. LEGAL FRAMEWORK

2.1   This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation
- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory Guidance
- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory Guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'

- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Recruit teachers from overseas'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'

2.2   Other relevant school policies include:
This policy operates in conjunction with the following school policies:
- Allegations of Abuse Against Staff Policy
- Behaviour Policy
- Staff Code of Conduct Policy
- Data Protection (GDPR) Policy
- Anti-Bullying Policy
- Exclusion Policy
- Preventing Extremism and Radicalisation + Visiting Speaker policy
- Personal Electronic Devices – included in this Safeguarding Policy
- Online Safety Policy
- LAC Policy
- Whistleblowing Policy
- Safer Recruitment Policy

3. ROLES AND RESPONSIBILITIES

3.1   The Governing Body of Beis Yaakov Primary School has a duty to:
- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one and/or Annex A or B (as appropriate) of KCSIE.

- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in

regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

3.2   The Headteacher has a duty to:
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Refer any allegation regarding a member of staff or an adult in the school to the LADO (Local Authority Designated Officer).
- Report any allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children to the LADO and follow any other safeguarding policies and procedures.
- Provide staff with the appropriate policies and information upon induction.

- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

3.3   The DSL has a duty to:
- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are

experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker.
  - Understanding the academic progress and attainment of these pupils.
  - Maintaining a culture of high aspirations for these pupils.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.

- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3.4   Other staff members have a responsibility to:
- Consider, at all times, what is in the best interests of the pupil.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems, which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care Services, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to Children's Social Care Services, and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.
- Challenge senior leaders over any safeguarding concerns, where necessary.

- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.
- Report any concerns, which includes low-level inappropriate behaviour, they have regarding staff behaviour towards children to the Headteacher or the Chair of Governors if the concern is regarding the Headteacher.
- Teachers, including the headteacher, have a responsibility to:
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

4. MULTI-AGENCY WORKING

4.1   The school contributes to multi-agency working as part of its statutory duty.

4.2   The school is aware of and will follow the local safeguarding arrangements, organised by the Barnet Safeguarding Children Partnership.

4.3   The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

4.4   The school will work with MASH, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

4.5   Where a need for early help is identified, the school will allow access for Children's Social Care Services from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

4.6   The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

4.7   **Information sharing:**
        The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
        Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to

sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

5. ABUSE, NEGLECT AND EXPLOITATION

5.1   All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

5.2   All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

5.3   All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

5.4   All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

6. FGM

Note: We acknowledge our duty to ensure staff are aware of this serious issue even though we are an Orthodox Jewish primary school FGM is not part of any Jewish religious or cultural tradition. It has never been practiced within any Jewish community and is therefore unknown within families of our pupils. If however a member of staff does have a concern, direct or third-hand, they should follow the guidance below.

6.1   For the purposes of this policy, "FGM" is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

6.2   FGM is considered a form of abuse in the UK and is illegal.

6.3   All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

6.4   As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such

cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care Services as appropriate.

6.5   There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

6.6   Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

6.7   Indicators that may show a heightened risk of FGM include the following:
- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

6.8   Indicators that may show FGM could take place soon include the following:
- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or
- another country where the practice is prevalent

6.9   Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

6.10   If staff have concerns regarding children outside of our school, they should report to the police where an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also consider and discuss any such case with the DSL and involve MASH as appropriate.

6.11   FGM is also included in the definition of **'honour-based' abuse** (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

6.12   All forms of HBA are forms of abuse and will be treated and escalated as such.

7. FORCED MARRIAGE

Note: forced marriage is not directly applicable in our school as a primary girls' school; forced marriage is to be distinguished from *shidduchim* (arranged meetings with a view to possible consensual marriage). Forced marriages are not part of Jewish religious or cultural tradition; forced marriage is therefore completely unknown within the UK Jewish community and within families of our pupils). Nevertheless, we direct our staff to follow the guidance below in the event they have a concern outside the school.

7.1   For the purposes of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

7.2   As part of HBA, adults should be alert to the signs of forced marriage including, but not limited to, the following:
*   Being absent from school – particularly where this is persistent.
*   Requesting for extended leave of absence and failure to return from visits to country of origin.
*   Being fearful about forthcoming school holidays.
*   Being subjected to surveillance by siblings or cousins at school.
*   Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
*   Being withdrawn from school by their parents.
*   Being removed from a day centre when they have a physical or learning disability.
*   Not being allowed to attend extracurricular activities.
*   Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
*   Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
*   Being prevented from going on to further or higher education.
*   Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
*   Displaying a sudden decline in their educational performance, aspirations or motivation.

7.3   If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to MASH, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and their comments taken seriously.

7.4   It will be **made clear** to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

7.5   Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

7.6   If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

7.7   Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

7.8   Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

7.9   The school will support any victims to seek help by:
- Making a MASH referral
- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

7.10   The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing.

8. CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

8.1   **CSE:** For the purposes of this policy, "child sexual exploitation" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:
- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

8.2   The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who

can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

8.3   School staff will be aware of the key indicators that a pupil is the victim of CSE, including:
- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

8.4   Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to MASH. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

8.5   **CCE:** For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:
- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

8.6   Specific forms of CCE can include:
- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

8.7   The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

8.8   School staff will be aware of the indicators that a pupil is the victim of CCE, including:
- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

9. HOMELESSNESS

9.1   The DSL and Deputies will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

9.2   Indicators that a family may be at risk of homelessness include the following:
- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

9.3   Referrals to the Local Housing Authority do not replace referrals to Children's Social Care Services where a child is being harmed or at risk of harm.

10. COUNTY LINES CRIMINAL ACTIVITY

10.1   For the purpose of this policy, "**County lines criminal activity**" refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

10.2   Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

10.3   Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

10.4   The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

10.5   As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:
- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

10.6   Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

10.7   The DSL will refer to MASH and consider, with the LA, if a referral to the National Referral Mechanism is required, this is done on a case-by-case basis.

11. SERIOUS VIOLENCE

11.1   Through training, all staff will be made aware of the indicators, which may signal a pupil is at risk from, or is involved with serious violent crime. These indicators include, but are not limited to, the following:
- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

11.2   Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:
- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

12. PUPILS WITH FAMILY MEMBERS IN PRISON

12.1   Pupils with a family member in prison will be offered pastoral support as necessary.

12.2   They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

13. PUPILS REQUIRED TO GIVE EVIDENCE IN COURT

13.1   Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

13.2   Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

14. CONTEXTUAL SAFEGUARDING

14.1   Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their Deputies, will always consider the context of incidents – this is known as contextual safeguarding.

14.2   Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

14.3   The school will provide as much contextual information as possible when making referrals to MASH.

15. PREVENTING RADICALISATION

Note: We acknowledge our duty under the Counter Terrorism Act 2015 to ensure that staff receive training on the Prevent duty. We build pupils' resilience to radicalisation by promoting Fundamental British Values in the curriculum and elsewhere in school life.

15.1   For the purposes of this policy, **"extremism"** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

15.2   For the purposes of this policy, **"radicalisation"** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

15.3   For the purposes of this policy, **"terrorism"** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause.

15.4   Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

15.5   The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

15.6   The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

15.7   Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from becoming involved with or supporting terrorism", known as **"the Prevent duty".** The Prevent duty will form part of the school's wider safeguarding obligations.

15.8   The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Governments' Prevent Duty Policy.

15.9   The school will utilise the following resources when preventing radicalisation:
- Local safeguarding arrangements - MASH
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

15.10   **Training**
The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

15.11   **Risk indicators of vulnerable pupils**
Indicators of an identity crisis include the following:
- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

15.12   Indicators of a personal crisis include the following:
- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

15.13   Indicators of vulnerability through personal circumstances includes the following:
- Migration
- Local community tensions
- Events affecting their country or region of origin Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

15.14   Indicators of vulnerability through unmet aspirations include the following:
- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality: Experiences of dealing with the police
- Involvement with criminal groups

15.15   **Making a judgement**
When making a judgement, staff will ask themselves the following questions:
- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups? Does the pupil support groups with links to extremist activity?

- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil? Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work? Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations? Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others? Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

15.16   Critical indicators include where the pupil is:
- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders. Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage. Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

15.17   Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

15.18   The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

15.19   **Channel programme**
The Prevent Education Officer for the LB of Barnet is Ameilcah Clarke – ameilcah.clarke@barnet.gov.uk - 020 8359 4726 | Mob: 07729 075 032
Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

15.20   In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Headteacher/DSL will contact the Channel programme or MASH.

15.21   The DSL will also support any staff making referrals to the Channel programme or MASH.

15.22   The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

15.23   The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

15.24   The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from Children's Social Care Services, or where the individual is already known to Children's Social Care Services.

15.25   **Extremist speakers**
        The *Visiting Speaker Policy* prevents speakers who may promote extremist views from using the school premises.

15.26   **Building children's resilience**
        The school will:
          • Provide a safe environment for debating controversial issues.
          • Promote Fundamental British Values alongside pupils' spiritual, moral, social and cultural development.
          • Allow pupils time to explore sensitive and controversial issues.
          • Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
          • Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
          • Teach pupils about how democracy, government and law making/enforcement occur. Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

15.27   **Resources**
        The school will utilise the following resources when preventing radicalisation:
          • Local safeguarding arrangements
          • Ameilcah Clarke – the LAs Prevent Education Officer (020 8359 4726 | Mob: 07729 075 032)
          • Local police (contacted via 101 for non-emergencies)
          • The DfE's dedicated helpline (020 7340 7264)
          • The Channel awareness programme The Educate Against Hate website

16. A CHILD MISSING FROM EDUCATION

16.1   A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future.

16.2   Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Government Statutory Guidance in *Children Missing Education*

16.3   The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.
         We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including CSE, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

16.4   **Admissions register**
         Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

16.5   The school will notify the LA within five days of when a pupil's name is added to the admissions register.

16.6   The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

16.7   Two emergency contact details will be held for each pupil, where possible.

16.8   Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

16.9   If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live.
- The new address
- The date from when the pupil will live at that address

16.10   If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

16.11   Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

16.12   To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

16.13   The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

16.14   If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the
- Education (Pupil Registration) (England) Regulations 2006 (as amended)

16.15   The school will work with the LA to establish methods of making returns for pupils back into the school.

16.16   The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

16.17   The school will also highlight any other necessary contextual information including safeguarding concerns

17. PUPILS WITH SEND AND PUPILS WHO ARE LGBTQ+ (INCLUDING GENDER QUESTIONING)

Note: the school's Inclusion Leader is Mrs Chaya Mills.

17.1   The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

17.2   Staff will be aware of the following:
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

17.3   When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

17.4   When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

17.5   **LGBTQ+ (including Gender Questioning pupils)**
The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

17.6   Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

18. ALTERNATIVE PROVISION

18.1   The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

18.2   Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

19. PRIVATE FOSTERING

19.1   Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989.

19.2   Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

20. CONCERNS ABOUT A PUPIL

20.1   If a member of staff has any concern about a child's welfare, they will act on them immediately by logging an incident on CPOMS and alerting the Safeguarding Team.

20.2   Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

20.3   All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in communication and confidentiality section of this policy.

20.4   Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

20.5   If a referral is made to MASH about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

20.6   The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

20.7   Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

20.8   If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

20.9   If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

20.10   All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely.

20.11   Make a referral to local authority children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly.

20.12   If a pupil has committed a crime, such as sexual violence or a weapon in school, the police will be notified without delay.

20.13   Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

20.14   When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

20.15   An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

21. MENTAL HEALTH

21.1   All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

21.2   The school recognises that mental health problems can have an adverse effect on attendance.

21.3   Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

21.4   Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

21.5   The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

22. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

22.1   For the purposes of this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

22.2   All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

22.3   Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

23. EARLY HELP

23.1   Early help means providing support as soon as a problem emerges, at any point in a child's life. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

23.2   Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.

- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

23.3   The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:
- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

23.4   Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

23.5   Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

23.6   The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

23.7   Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to MASH for assessment for statutory services if the pupil's situation is not improving or is worsening.

24. MANAGING REFERRALS

24.1   The reporting and referral process outlined in Appendix A will be followed accordingly.

24.2   All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to MASH or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

24.3   The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

24.4   Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

24.5   The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by MASH. Where MASH decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where MASH decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

24.6   At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

25. CONCERNS ABOUT A STAFF MEMBER, SUPPLY TEACHER, VOLUNTEER OR CONTRACTOR

25.1   If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible.

25.2   If the concern/allegation is with regard to the Headteacher, then the Chair of Governors, Mr Andrew Cohen, should be contacted via acohen@byps.org.uk

25.3   Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

25.4   Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

25.5   Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of abuse Against Staff Policy and referred to the LADO.

25.6   If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

26. DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF

26.1   All allegations against staff, supply staff, volunteers and contractors will be dealt with in line with the school's Allegations of abuse Against Staff Policy and referred to the LADO.

26.2   Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

26.3   If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to MASH.

26.4   All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

26.5   When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:
- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

26.6   A low-level concern is any concern that an adult has acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.
- Low-level concerns are part of a spectrum of behaviour. This includes:
- inadvertent or thoughtless behaviour.
- behaviour that might be considered inappropriate depending on the circumstances.
- behaviour which is intended to enable abuse.
- Examples of such behaviour could include:
- being over friendly with children.
- having favourites.
- adults 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.
- using inappropriate sexualised, intimidating or offensive language.

27. CHILD-ON-CHILD ABUSE

27.1   For the purposes of this policy, "child-on-child abuse" is defined as abuse between children.

27.2   The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

27.3   All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

27.4   All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

27.5   Child-on-child abuse can be manifested in many different ways, including:
- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. This includes pseudo-images that are computer generated images that otherwise appear to be a photograph or video.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

27.6   All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

27.7   All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

27.8   All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

27.9   Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

27.10   Staff will follow the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy where relevant.

27.11   **Support available if a child has been harmed, is in immediate danger or at risk of harm**
If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to MASH. Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

27.12   **Support available if early help, section 17 and/or section 47 statutory assessments are appropriate**
If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

27.13   **Support available if a crime may have been committed**
Sexual assault is a crime. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to MASH. The DSL will be aware of the local process for referrals to both MASH and the police.

27.14   Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

27.15   The school has a relationship with the local police force and the DSL will liaise closely with the local police presence.

27.16   **Support available if reports include online behaviour**
Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

27.17   If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

27.18   Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

27.19   **Managing disclosures**
Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

27.20   If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and reported to the DSL immediately.

27.21   Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

27.22   All staff will be trained to handle disclosures. Effective safeguarding practice includes:
• Never promising confidentiality at the initial stage.
• Only sharing the report with those necessary for its progression.
• Explaining to the victim what the next steps will be and who the report will be passed on to.
• Recognising that the person the child chose to disclose the information to is in a position of trust.
• Being clear about boundaries and how the report will be progressed.
• Not asking leading questions and only prompting the child with open questions.
• Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
• Only recording the facts as the child presents them – not the opinions of the note taker. Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
• Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
• Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

27.23   The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

27.24   **Confidentiality**
The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

27.25   The DSL will consider the following when making confidentiality decisions:

Parents will be informed unless it will place the victim at greater risk. If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH. Sexual assault is a crime – reports containing any such crimes will be passed to the police.

27.26   The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

27.27   **Anonymity**
There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

27.28   When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

27.29   **Risk Assessment**
The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

27.30   Risk assessments will consider:
- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

27.31   Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the School's Data Protection Policy.

27.32   **Taking action following a disclosure**
The DSL or a deputy will decide the school's initial response, taking into consideration:
- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved. Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.

That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

27.33   Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

27.34   For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

27.35   In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

27.36   **Managing the report**
The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to MASH or the police, the school will speak to the relevant agency, and will seek and take advice on informing the alleged perpetrator.

27.37   There are four likely outcomes when managing reports of sexual violence or sexual harassment:
- Managing internally
- Providing early help
- Referring to MASH
- Reporting to the police

27.38   Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

27.39   The following situations are statutorily clear and do not allow for contrary decisions:
- A child under the age of 13 can never consent to sexual activity. The age of consent is 16.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

27.40   **Managing internally**
In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

27.41   **Providing early help**
The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

27.42   **Referral to MASH**
If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to MASH. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with MASH.

27.43   The school will not wait for the outcome of an investigation before protecting the victim and other children.

27.44   The DSL will work closely with Children's Social Care Services to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

27.45   If Children's Social Care Services decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

27.46   If the school agrees with the decision made by Children's Social Care Services, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

27.47   **Reporting to the police**
Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to MASH. The DSL and deputies will follow the local process for referral.

27.48   Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with MASH and any appropriate specialist agencies.

27.49   The DSL and Governing Body or designated governor will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

27.50   The DSL will be aware of local arrangements and specialist units that investigate child abuse.

27.51   In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

27.52   **Bail conditions**
Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

27.53   The school will work with Children's Social Care Services and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

27.54   The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

27.55   Where bail is deemed necessary, the school will work with Children's Social Care Services and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

27.56   **Managing delays in the criminal justice system**

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

27.57 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

27.58 **The end of the criminal process**
Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

27.59 The school will ensure that the victim and perpetrator remain protected from bullying and harassment.

27.60 Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

27.61 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

27.62 **Ongoing support for the victim**
Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:
- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

27.63 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

27.64 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

27.65 The school will provide a physical space for victims to withdraw to.

27.66 Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

27.67 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

27.68   If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

27.69   If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

27.70   **Ongoing support for the alleged perpetrator**
When considering the support required for an alleged perpetrator, the school will take into account:
* The terminology they use to describe the alleged perpetrator or perpetrator.
* The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
* The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
* Their age and developmental stage.
* What a proportionate response looks like.
* Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

27.71   When making a decision, advice will be taken from Children's Social Care Services, specialist sexual violence services and the police as appropriate.

27.72   If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

27.73   The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

27.74   **Disciplining the alleged perpetrator**
Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

27.75   The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and Children's Social Care Services will be consulted where necessary.

27.76   The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

27.77   Disciplinary action and support can take place at the same time.

27.78   The school will be clear whether action taken is disciplinary, supportive or both.

27.79   **Shared classes**
Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and

on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

27.80   Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

27.81   Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

27.82   Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

27.83   Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

27.84   In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

27.85   **Working with parents and carers**
In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

27.86   The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

27.87   Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

27.88   Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

27.89   **Safeguarding other children**
Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

27.90 It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

27.91 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

27.92 As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

28. CYBER-CRIME

28.1 For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:
- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

28.2 All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

29. COMMUNICATION AND CONFIDENTIALITY

29.1 When recording, holding, using and sharing information, the DSL will ensure that they:
- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

29.2 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

29.3 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

29.4   Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

29.5   Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

29.6   During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

29.7   Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

29.8   Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

29.9   Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

29.10   Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

29.11   Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

29.12   Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

29.13   Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

29.14   External agencies will be invited to these discussions where necessary.

29.15   Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

29.16   Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

30. CURRICULUM

30.1   The curriculum deals with safeguarding in two ways; firstly through informal activities such as sessions with the Police, Safe Cycling Unit, London Transport and Fire Service. Children are encouraged to explore and discuss these issues. Visiting speakers, with correct clearance are always welcome into school so that they can

give specialist knowledge to the children. Special weeks also take place during the school year that may support learning in this area.

30.2   Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE. Elements of child protection in our curriculum promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop understanding of why and how to keep safe.

30.3   The school is a partner of the 'Shema Koli' programme. A highly-trained member of staff delivers sensitive workshops to individual classes or in small groups on how to keep safe at school, home and in the wider community. This helps children recognise when they are at risk and how to get help when they need it.

30.4   We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their race, ethnicity, languages spoken at home, cultural and social background. We ensure that this is carried out in a way that is developmentally appropriate for the children.

30.5   At all times there has to be appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher (*See the BYPS Educational Visits Policy for further information*).

31. ONLINE SAFETY AND PERSONAL ELECTRONIC DEVICES

31.1   The school will adhere to the Online Safety Policy at all times.
As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

31.2   Through training, all staff members will be made aware of the following:
- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

31.3   The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE.

31.4   Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.
Further information regarding the school's approach to online safety can be found in the Online Safety Policy

31.6   **Communicating with parents**

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use. The school will also make it clear to parents what their children are being asked to do online for school.

31.7   The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

31.8   **Reviewing online safety:** The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

31.9   **Personal electronic devices**
The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Staff ICT and Electronic Devices Policy and Pupils' Personal Electronic Devices Policy.
Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.
Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.
Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

31.10   **Artificial Intelligence (AI):** Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
Beis Yaakov Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
Beis Yaakov Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy and behaviour policy.
Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

32. CONSENSUAL AND NON-CONSENSUAL SHARING OF INDECENT IMAGES OR VIDEOS

32.1   The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as "sexting" or youth-produced sexual images) as a safeguarding concern.

32.2   Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and

harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

32.3   Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

32.4   Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.
        Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:
        • Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
        • Tell the DSL immediately if they accidentally view an indecent image and seek support.
        • Explain to the pupil that the incident will need to be reported.
        • Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.
        • Report the incident to the DSL.

32.5   The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
        • Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
        • Experimental: incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

32.6   Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL/Deputy DSL should:
        • Discuss this decision with the headteacher or member of the SLT.
        • Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
        • Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
        • Record how and why the decision was made to view the imagery.

32.7   Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to MASH. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

33. UPSKIRTING

33.1   Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing,

activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

34. CONTEXT OF SAFEGUARDING INCIDENTS

34.1   Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

35. PUPILS POTENTIALLY AT GREATER RISK OF HARM

35.1   The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

35.2   **Pupils who need social workers**
Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.
As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

35.3   Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

35.4   **Home-educated children**
Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

35.5   In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

35.6   Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

35.7   **LAC and PLAC**
Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

35.8   The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:
• Looked after legal status, i.e., whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
• Contact arrangements with parents or those with parental responsibility.
• Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

35.9   The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

35.10   Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

35.11   **Pupils with SEND**
When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:
• Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
• Pupils with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs
• Communication barriers may exist, as well as difficulties in overcoming these barriers

35.12   When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCO, as well

as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

36. MOBILE PHONE AND CAMERA SAFETY

36.1   Staff members will not use personal mobile phones or cameras in any location other than those specified below.

36.2   Staff may use mobile phones on school premises outside of working hours when no pupils are present.

36.3   Staff may use mobile phones in the staffroom and offices during breaks and for urgent communication during non-contact time.

36.4   Mobile phones will be safely stored and on silent mode whilst pupils are present.

36.5   Staff will use their professional judgement in emergency situations.

36.6   Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.

36.7   Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

36.8   Mobile phones will not be used for video calls at any time, in any location, on school premises.

36.9   The sending of inappropriate messages or images from mobile devices is strictly prohibited.

36.10   Staff who do not adhere to this policy will face disciplinary action.

36.11   The school will adhere to the terms of the Online Safety Policy at all times.

36.12   Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

36.13   The DPO (Data Protection Officer) will oversee the planning of any events where photographs and videos will be taken.

36.14   Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved.

36.15   The DSL will, in known cases of a pupil who is an LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

36.16   Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the '*Allegations of abuse against Staff Policy*'.

36.17   The Headteacher, Menahel and Operations Manager are permitted to use their mobile phones in the presence of children when needed in cases of urgency.

37. USE OF THE SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

37.1   Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

37.2   Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e., a lease or hire agreement, as a condition of use and occupation of the premises and specify that failure to comply with this would lead to termination of the agreement.

37.3   **Extracurricular activities and clubs**
        Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

37.4   Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Children's Social Care Services or the police, if necessary.

37.5   All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

38. SINGLE CENTRAL RECORD (SCR)

38.1   The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

38.2   The following information is recorded on the SCR:
- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A section 128 check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

38.3   For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the

school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

38.4   If any checks have been conducted for volunteers, this will also be recorded on the SCR.

38.5   If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

39.6   Written confirmation that supply agencies have completed all relevant checks will also be included.

38.7   The school is free to record any other information it deems relevant.

38.8   The details of an individual will be removed from the SCR once they no longer work at the school.

39. SAFER RECRUITMENT

39.1   The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

39.2   An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

39.3   The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

39.4   The governing board will conduct the appropriate pre-employment checks for al prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

39.5   The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

39. STAFF SUITABILITY

39.1   All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

39.2   A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

39.3   All staff members are required to confirm that they are not disqualified from working in a schooling environment.

39.4   A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

39.5   **Ongoing suitability**
Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

39.6   **Referral to the DBS**
The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

40. TRAINING

40.1   Staff members will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

40.2   The induction training will cover:
- The Child Protection and Safeguarding Policy.
- The Child-on-child Abuse procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A or B, if appropriate).
- The Behaviour Policy.
- The Children Absent from Education Policy, including the safeguarding response to children who are absent from education.
- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Information about the role and identity of the DSL and deputy DSLs.

40.3   All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

40.4   Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

40.5   The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and MASH referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to MASH.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

41. MONITORING AND REVIEW

41.1   This policy is reviewed at least annually by the DSL/Headteacher. This policy will be updated as needed to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt.

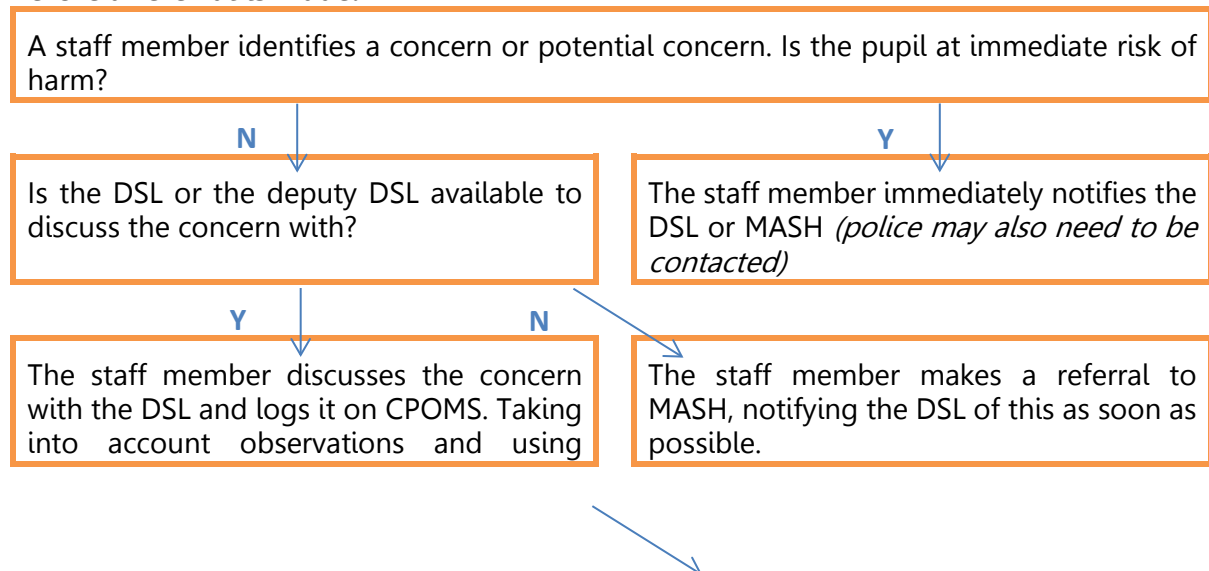| **Ratified by the Governing Body**		
Signed: _____ **Chair of Governors**	**Date:**	26/09/24
This policy will be reviewed on or before the following date: 25th September 2025		

Appendix A:

Safeguarding Reporting Process
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.
The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made:

A staff member identifies a concern or potential concern. Is the pupil at immediate risk of harm?

N

Y

Is the DSL or the deputy DSL available to discuss the concern with?

The staff member immediately notifies the DSL or MASH *(police may also need to be contacted)*

Y   **N**

The staff member discusses the concern with the DSL and logs it on CPOMS. Taking into account observations and using

The staff member makes a referral to MASH, notifying the DSL of this as soon as possible.

professional judgement, is a referral required?

Y N

The DSL makes a referral to MASH, keeping the staff member who raised the concern up-to-date with what action is taken.

The pupil continues to be monitored and early help is provided where necessary. If the concern escalates, a referral is made to the MASH.

Within one working day, a social worker from Children's Social Care Services will make a decision about the type of response that is required and will notify the referrer. Where this information is not forthcoming, the referrer should contact the appointed social worker to follow up the referral.

The steps outlined in the next flowchart are then followed.

After a referral has been made:

Once a referral has been made, a social worker from MASH or Children's Social Care Services will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

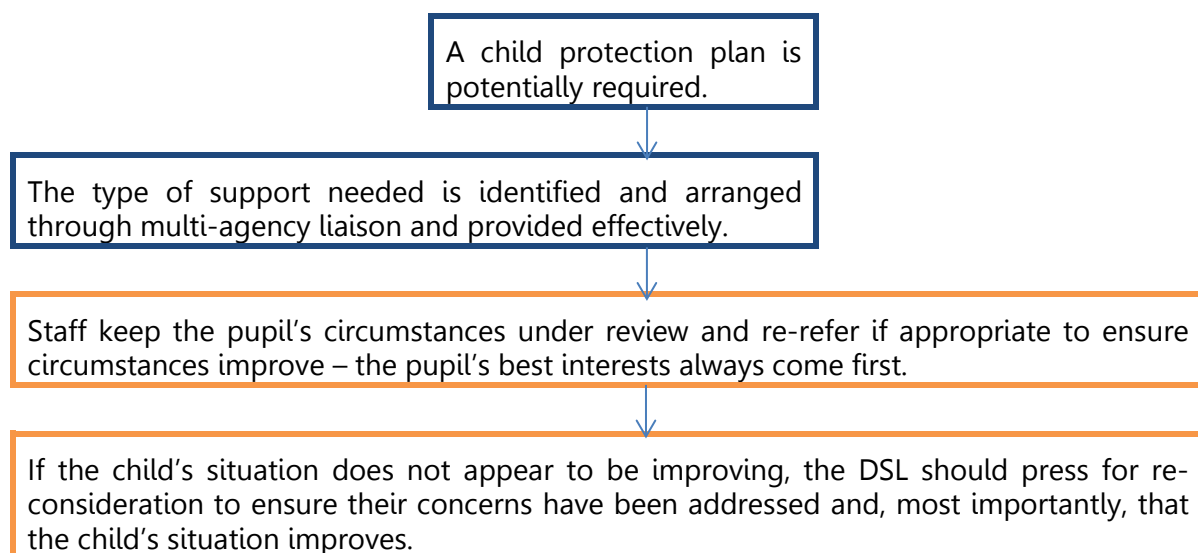No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

> A child protection plan is potentially required.

> The type of support needed is identified and arranged through multi-agency liaison and provided effectively.

> Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

> If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Appendix B:

Popular apps and games to be aware of:

App/game	What is it?	Listen out for pupils talking about:
TikTok	• Users share short videos of themselves, often lip-syncing to music, and watch other people's videos • You can gain 'fans' and follow other people • There are often 'challenges' that spread among users • The app uses algorithms to feed users more related content, which can push them towards niche or unsettling videos	• Videos that sound inappropriate • 'Challenges' that are potentially dangerous • Strangers they've made contact with through TikTok • Content about eating disorders, self-harm and bullying • Things they heard or saw on TikTok that don't sound true, or might be fake news
Snapchat	• Picture, video and message-sharing with contacts • 'Snaps' disappear and aren't saved on phones • Known for sharing nude and semi-nude images	• Sharing explicit images and requests for photos • Screenshots of 'Snaps' being shared • Strangers they've made contact with • Videos and photos that sound inappropriate
YouTube	• A website and app where users can watch videos uploaded by other people • Users can also watch live streams of other people • Users can upload their own videos and leave comments on other people's videos	• Uploading videos of things that happen at school • 'Challenges' that are potentially dangerous • Videos that sound inappropriate • Other pupils' videos that they've found, and making fun of the person who made the video
Instagram	• Users upload photos and videos to their profile, and can live stream to other users • You can gain followers and follow other people, as well as comment on other people's photos and videos	• Sharing explicit images and requests for photos • Screenshots of private messages or photos being shared

App/game	What is it?	Listen out for pupils talking about:
	• Users can private message each other, send each other private photos and videos, and upload to a daily 'story' that other users can see for 24 hours	• Pictures or videos that sound inappropriate
Twitch	• A website and app where users can watch videos and live streams of other users, typically playing computer games • They can also live stream themselves and private message each other	• Strangers they've made contact with • Inappropriate content they've seen
Kick	• Like Twitch, a website where users can watch videos and live streams of other users • Computer gaming streams are popular, as well as gambling	• Strangers they've made contact with • Gambling • Inappropriate content they've seen
WhatsApp	• A messaging app where users can message each other by text, video and voice notes • Users can also video and voice chat with each other	• Strangers they've made contact with • Pictures or videos that sound inappropriate • Screenshots of private messages or photos being shared
Discord	• A messaging platform where users can message, video and voice call each other, and join servers to talk to lots of other people • Originally used for communication while playing computer games	• Strangers they've made contact with • Pictures or videos that sound inappropriate • Ideas or beliefs that sound extreme
Minecraft	• A game where players explore online worlds. They can use 'blocks' to customise the world and create new parts • Players buy 'Minecoins' with real money, and then exchange them for in-game extras such as outfits for their character or new worlds to explore • Players can communicate in multiplayer worlds using text chat	• 'Griefing', where someone intentionally ruins the game for other users • Contact with strangers • Spending lots of 'Minecoins', which means spending lots of real money
Roblox	• An online game creating system where you can create and publish games and activities, and play in other users' games • Players can buy 'Robux' with real money, and then exchange them for in-game upgrades such as special outfits or abilities for their character	• 'Griefing', where someone intentionally ruins the game for other users • Contact with strangers • Players spending lots of 'Robux', which means spending lots of real money
Fortnite	• A game where players build structures, as well as fight computer-controlled monsters and other players	• 'Griefing', where someone intentionally ruins the game for other users • Contact with strangers

App/game	What is it?	Listen out for pupils talking about:
	• The most popular game mode, 'Battle Royale', pits 100 players against each other, either alone or in teams of up to 4 • Players can communicate with each other using pre-determined icons, and with their teammates over voice chat • Players can buy 'V-Bucks' with real money, and then exchange them for in-game extras such as outfits	• Players spending lots of 'V-Bucks', which means spending lots of real money

Further information

- TikTok is filled with pro-eating disorder content, despite its own rules, Buzzfeed
  https://www.buzzfeed.com/cameronwilson/tiktok-eating-disorder-videos-algorithm-for-you-page

- TikTok app safety – what parents need to know, Internet Matters
  https://www.internetmatters.org/hub/esafety-news/tik-tok-app-safety-what-parents-need-to-know/

- Livestreaming and online video apps, NSPCC
  https://www.nspcc.org.uk/keeping-children-safe/online-safety/livestreaming-online-video-apps/

- *What is Kick, the streaming platform that's signed up xQc?*
  https://www.bbc.co.uk/news/newsbeat-66044165

- Online games, NSPCC
  https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/

- *How can I keep my child safe on Instagram?*
  https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/keeping-children-safe-on-instagram/

- *Six features to help keep your child safe on YouTube*
  https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/how-to-keep-your-child-safe-on-youtube/