

CHILD PROTECTION & SAFEGUARDING POLICY

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This policy is made available to the North West community from the school office and also on the school's website.

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This Policy has been ratified by the Governing body:

Name of Policy: _____

Headteacher: _____

Chair of Governors: _____

Date: _____

Key Contacts at School

Name of School: North West London Jewish Day School

Headteacher Safeguarding Lead / Deputy Child Protection Teacher
Judith Caplan - 07941221403

Deputy Headteacher
Rabbi Ronen Broder - 0208 459 3378

Safeguarding Governor / Child Protection Governor
Ashley Donoff - 0208 459 3378

Child Protection

Designated Child Protection Teacher
Amanda Shoota - 0208 459 3378

Deputy Child Protection Teachers
Judith Caplan - 07941221403 and Madeleine Bendell - 0208 459 3378

E-Safety Teacher
Judith Caplan - 0208 459 3378

London Borough of Brent

Brent Family Front Door
020 8937 4300

LADO via Child Protection Team
020 8937 3783
Brent.lado@brent.gov.uk

Child Protection Admin Team
020 8937 3783

**Brent Safeguarding Children's
Board**

AREA OF SAFEGUARDING	STAFF RESPONSIBLE	GOVERNOR RESPONSIBLE
Safeguarding	Judith Caplan Rabbi Broder Yosh Radomsky	Ashley Donoff
Child Protection	Amanda Shoota (DESIGNATED TEACHER): Judith Caplan/Madelaine Bendell (Deputy DESIGNATED TEACHER)	Ashley Donoff
Single Central Record	Jolene Wernars Judith Caplan	Ashley Donoff
Staff Personnel Files	Naomi Landy	Ashley Donoff - secular David Landy - Kodesh
Healthy and Safety Fire Safety	Rabbi Broder Lawrence Fernandes Site Manager	Arnie Kosiner
Safer Recruitment	Judith Caplan/Rabbi Broder	Ashley Donoff/David Landy
Whistleblowing	Judith Caplan	Ashley Donoff
First Aid	Jolene Wernars Rabbi Broder	Yosh Radomsky
Risk Assessments (outside and within the curriculum)	Amanda Shoota (Educational Visits Coordinator) Rabbi Broder(on site)	Ashley Donoff
Internet and e-safety	Judith Caplan Camilla Isaac	Ashley Donoff
Behaviour	Judith Caplan/ Rabbi Broder	Ashley Donoff
Accident/Incident	Jolene Wernars Welfare Rabbi Broder	Arnie Kosiner
Premises	Lawrence Fernandes Site Manager	Arnie Kosiner Neil Taub
Security	Vivian Goldring	Neil Taub
Attendance	Judith Caplan Karen Welch	Naomi Landy
Working with Other Agencies	Madeleine Bendell/Danielle Stone Jolene Wernars Karen Welch	Naomi Landy
Induction/Staff Handbook/Probation Pack	Leadership Team and line managers	Ashley Donoff - secular David Landy - Kodesh
Personal Social Health Educations Healthy Living and SRE	Romy Taub PSHE Coordinator Rabbi Broder	Yosh Radomsky Danielle Stone
Mental Health Co-ordinator	Danielle Stone	Yosh Radomsky?
General Admin for Safeguarding (e.g. wall displays etc)	Judith Caplan Jolene Wernars	Naomi Landy
Monitoring and Evaluating Effectiveness of Safeguarding	Judith Caplan Rabbi Broder	Ashley Donoff

Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. The governors and staff of North West London Jewish Day School fully recognise the importance and necessity of safeguarding children on a daily basis. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All staff and governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Our vision is that our children should always feel listened to. This policy sets out how our school will meet its statutory duty under Section 175 of the Education Act 2002.

Definition of Safeguarding and Child Protection:

Safeguarding and promoting the welfare of children is defined In Keeping Children Safe in Education KCSIE Dfe, September 2020:

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

The Importance of Early Help

North West London Jewish Day School staff and Governors should take action to promote the welfare of a child in need of additional support if an issue arises, even if they are not suffering harm or at immediate risk. Teachers are therefore aware of the early help process, and understand their role in it. If early help is required, the Designated Child Protection Teachers will support the staff member in liaising with other agencies.

Any child receiving 'early help' will be under carefully monitored. If the child's situation does not appear to be improving then a referral to Social Services will be made.

This Policy has been written in accordance with:

- Keeping Children Safe in Education, January 2021 (KCSIE)
- Children Missing Education, September 2016
- Working Together to Safeguard Children, July 2018
- Disqualification under the Childcare Act 2006
- Disqualification by Association, September 2018
- Early Years foundation Stage Statutory Document, Section 5, September 2014
- London Child Protection Procedures, 2016
- Dealing with Allegations of Abuse against Teachers and Other Staff, 2011
- The Education and Skills Act 2008, section 128
- What to do if you are worried a child is being abused, 2006
- Safeguarding Vulnerable Groups Act, 2006
- The Children Act, 1989 and 2004
- The Education Act, Section 175 and 157, 2002
- Framework for the Assessment of Children in Need and their Families, 2000
- What to do if you're worried a child is being abused, March 2015
- Section 26 of Counter Terrorism and Security Act 2015 (CTSA)
- Mandatory Reporting of Female Genital Mutilation - procedural information October 2015
- Child sexual exploitation: definition and guide for practitioners, February 2017
- Protecting children from radicalisation: the Prevent Duty, August 2015
- Information Sharing Guidance, July 2018
- Teaching Online Safety in School DFE 2019

This policy is written in conjunction with the following North West London Jewish Day school policies:

- Anti-Bullying
- Behaviour
- Code of Conduct
- Early Years and Foundation Stage
- E-Safety
- Health and Safety
- Missing Child
- Safer Recruitment
- Whistleblowing
- Inclusion Policy
- Covid 19 School Closure Policy for Safeguarding and Child Protection
- Blended Learning Policy

The Aims of the Policy:

- To support the child's development in ways that will foster security, confidence and independence within a safe environment, whereby the child feels listened to.
- To promote a culture of safeguarding throughout the school to all staff, volunteers and children by placing posters around the school that highlight good practice with regards to safeguarding. In addition, safeguarding will be regularly mentioned in staff briefings and via emails in order to ensure that it is in the forefront of everybody's mind.
- To practise safer recruitment in order to ensure that all adults within our school, who have access to children, have been checked as to their suitability (Refer to Safer Recruitment policy).
- To raise the awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. Furthermore, to equip the children with the skills needed to keep them safe.
- To provide a systematic means of monitoring children known or thought to be at risk of harm and support those who have been abused in accordance with his or her agreed Child Protection Plan.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse (See appendix 1A and 1B).
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To always act in the best interests of the child.

Procedures

As per the Keeping Children Safe in Education Document (updated September 2020), all school staff need to know and be aware of systems within our school which support safeguarding and these are explained to them as part of staff induction; this includes the roles of the Safeguarding and Child Protection teams and identifying them. In addition, Staff Induction also covers the Behaviour policy, The Code of Conduct for Staff and the Missing Child policy. Our school procedures for safeguarding children will be in line with the Local Safeguarding Children's Board (LSCB) procedures.

We will ensure that:

- We have three designated members of staff from the Leadership team, who undertake regular training, formally every two years in accordance with National Guidelines and refresher courses and forums throughout the year: Amanda Shoota, Designated Child Protection Officer, Madeleine Bendell and Judith Caplan are Deputy Child Protection Officers.
- The Designated Child Protection Governor, Ashley Donoff will have formal training every two years and have an oversight of child protection responsibilities as it affects the school.
- All other governors will have formal training every three years. New governors will be trained as and when they are appointed.
- Staff will receive formal training every two years and regular refresher training at the start of each academic year. In order to keep skills and knowledge up to date, the Designated Child Protection Officer will also give updates to staff via email or in staff meetings, as and when necessary.
- All staff, volunteers, governors and pupils know the names of the Designated Child Protection Teachers and understand their role.
- All members of staff will read this Policy together with Part 1 of KCSIE annually and the Child Protection Summary leaflet (see Appendix 3, which is also given out to all visitors to the school). Staff must also read the Covid 19 School Arrangements Closure Policy for Safeguarding and Child Protection, so they are aware of procedures should there be a lockdown due to the current pandemic.
- All new members of staff will receive Child Protection training as part of their induction.
- All members of staff will read and sign a copy of the Code of Conduct.
- Staff develop their understanding of the signs and indicators of abuse, (refer to Appendix 1B) and know how to respond to a pupil who discloses abuse (Appendix 2).
- If there is a concern about a specific child, the staff member should raise their concern with one of the Child Protection Teachers. The Child

Protection Teachers will then meet to decide whether a referral to Social Services should be made.

- If the child's situation does not appear to be improving, the staff member who raised the concern is entitled to re-refer to the Safeguarding team or make a referral of their concerns to Social Services directly.
- If there is a risk of immediate danger or serious harm to a child, a referral can be made to Social Services or the Police immediately by any member of staff. The Designated Child Protection Teachers should be informed of the referral ASAP.
- Designated Child Protection Teachers will respond to concerns, in accordance with the Policy and training. Records will be kept of concerns about children even when there is no need to refer the matter immediately. These files will be kept in a locked location.
- The Child Protection Teachers will develop and maintain effective links relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- When a child who is on the Child Protection register does not turn up for school without explanation, Social Services are contacted within the hour.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- When a child joins North West from another school, a letter is sent to the school requesting any child protection concerns and/or records.
- The number of Childline (0800 1111) will be displayed on the main school noticeboard.
- Our procedures and this Policy will be reviewed and updated annually, or more regularly if required.

Definitions of Abuse

(As found in the Keeping Children Safe in Education: information for all school and college staff, September 2020)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Types of Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (Including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other Specific Safeguarding Issues:

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse.

ABUSE - Some other contexts specific to Child Protection and Safeguarding.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation : county lines
- domestic abuse
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- homelessness
- honour based violence
- initiation/hazing type violence and rituals
- mental health
- missing children and adults strategy
- peer on peer abuse

- physical abuse, such as hitting, kicking, shaking, biting, hair pulling and other causing physical harm.
- private fostering
- preventing radicalisation - and Annex A
- relationship abuse
- upskirting - which involves taking a picture under a person's clothing without them knowing. This is now a criminal offence.
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery) and
- trafficking

Child Sexual Exploitation (CSE)

Child sexual exploitation describes situations where a young person takes part in sexual activity either under duress or in return for goods, food or accommodation. It normally takes place in the context of an exploitative relationship where there is a power imbalance between a young person and their abuser. Often, the young person is not aware that they are being abused, but a feature of the exploitation is that the young person cannot be said to have given proper consent. Child sexual exploitation can also occur through the use of technology without the child's immediate recognition. At North West appropriate referrals to Brent Front Door will be made if any reports are made to the Safeguarding Team.

Child Criminal Exploitation (CCE)

Child criminal exploitation is a form of abuse where by an individual or a group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants and/or for the financial or other advantage of the perpetrator. This normally happens through violence or threat of violence. A victim may have been criminally exploited even if the activity appears consensual. CCE does not necessarily involve physical contact and can happen through the use of technology.

Domestic Abuse

Staff are aware that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse can occur between family members. Exposure to domestic abuse and/or violence can have a long-term emotional and psychological effect on children's mental health and well-being. This may also affect their academic progress. In some cases, a

child may blame themselves for the abuse or may have to leave the family home as a result. In such cases, staff will take immediate action and report this as a safeguarding concern.

The Child Protection team have all attended Domestic Abuse and Marac (Multi Agency Risk Assessment Conference) Training and understand how to identify and assess high risk victims of domestic abuse and refer to Marac, when required.

Female Genital Mutilation (FGM) is not practised within the Jewish Communities, however it is a form of child sexual abuse that is prevalent within Brent and staff should be fully aware of this.

FGM causes physical and emotional harm and is illegal in England and Wales under Section 5B of the FGM Act 2003. It is a serious form of child abuse and violence against women that comprises all procedures involving partial or total removal of the external female genitalia for non-medical purposes. Teachers have a legal duty under the Serious Crime Act of 2015, to report any known case of FGM to a person under 18, to the Police. Reporting a case of FGM, can be done by calling 101, the single non-emergency number or Metropolitan Police Child Abuse Investigation Command/Project Azure 020 7161 2888.

Professionals who are worried that a child is at risk, can call the Brent Front Door NSPCC's FGM helpline on 0800 028 3550 or email: fgmhelp@nspcc.org.uk

Mental Health

All staff should also be aware that mental health problems can be an indicator that a child is suffering from some form of abuse, neglect or exploitation. It is important that all staff who interact with children, including online, during a potential lockdown, continue to monitor and look out for signs that a child may be at risk, as detailed in the Covid 19 School Closure Arrangements for Safeguarding and Child Protection.

Staff are aware of their duties to promote mental health and also take action if they have a mental health concern about a child that is also a safeguarding issue by reporting this to the Child Protection Team. At North West, we have a trained School Counsellor who has weekly or bi-weekly sessions with children who have been identified as requiring support. The School Counsellor will also continue to touch base with her caseload during any potential lockdown. Our Mental Health Co-ordinator is also

Peer on Peer Abuse

All staff should recognise that children are capable of abusing their peers. This can include (but is not limited to): **Bullying including cyberbullying, physical abuse, sexual violence, sexual harassment, upskirting and sexting (to read in line with the school's Anti-Bullying policy and E-Safety policy).**

- Our policy on bullying is set out in separate policies (Anti-Bullying/Behaviour) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- We keep a record of known bullying incidents.
- All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied or being victims of child abuse.
- The Child Protection Teachers are informed of any bullying incidences in case the children are known to the Child Protection Team. These children are monitored and mentioned at CP meetings where vulnerable children are discussed.

Any allegation of peer on peer abuse will be investigated and taken seriously. If the allegation is substantiated, the child's parents will be called to meet with the Headteacher at the earliest point, where it will be made clear that these behaviours will not be tolerated. The school will endeavour to provide appropriate support to any child who is a victim of this type of abuse.

Children with Special Educational Needs and Disabilities (SEND)

We recognise that additional challenges can exist when recognising child protection issues with this group of children. These barriers may include:

- making assumptions that possible indicators of abuse relate to the child's disability i.e. behaviour, mood and injury may relate to the child's condition without any further exploration;
- the potential for a child to be impacted by behaviours such as bullying without being able to express this or showing outwardly signs
- communication barriers, which may exist in some children;
- being more prone to peer group isolation than other children;

We are therefore aware that closer attention is required when exploring any issues that arise with SEND children and children with disabilities and ways to overcome any communication barriers be sought. If extra pastoral support is

required this will be put in place based on the individual needs of the child. Where this is the case, the relevant safeguarding leads will be informed.

Racist Incidents

- We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Radicalisation and Extremism

North West London Jewish Day School will abide with *Protecting Children from Radicalisation, The Prevent Duty Guidance of 2015* to have due regard to identify children who may be vulnerable to radicalisation and protect all children from extremist views. As a Jewish, faith school with a modern Orthodox ethos, our aim is to demonstrate respect and tolerance of all religions and faiths whilst also teaching positive Jewish identity through our Jewish Studies Curriculum.

In the Early Years, staff are also aware that even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. At North West we do not carry out unnecessary intrusion into family life but as with any other safeguarding risk, we ensure that all staff report any concerning conversations to the Head of Early Years who in turn reports these concerns to the Designated Child Protection teachers.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage Curriculum and KS1/KS2 curriculum. Our Three Faiths Forum Linking (and linking with other faith schools) also gives children knowledge of the world around them and prepares them for adult life in Britain; they are shown how to relate to others and understand differences both within school and in the wider community. We also demonstrate this through promoting British Values with democracy and equality. At North West Fundamental British Values are the same as Fundamental Jewish Values.

Sexting

Children are not allowed mobile phones in school at any time. It is recognised that Year 6 children who come to school independently may have a mobile phone. In these circumstances the mobile phone must be handed in to the office on entry to school until the end of the school day. The child will not be given access to it at any point during the day.

Sexual Violence and Sexual Harassment (to be read in accordance with KCSIE, 2020).

This can occur between two children of any age and sex. Children who are victim to sexual violence and harassment may find the experience stressful and distressing. In all likelihood, it may affect their academics and behaviour. Sexual violence and sexual harassment may occur online or offline (both physical and verbal) and is not acceptable. Staff should be aware that some groups of children are potentially more at risk, eg females, SEND, LGBT.

Upskirting

- Upskirting typically involves someone taking a photograph under another person's clothing without their knowledge or permission, with the intention of viewing their genitals or buttocks. This can cause the victim humiliation, distress or alarm and is now a criminal offence in England.

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth and we realise that a child in these circumstances may feel helpless and humiliated. We also acknowledge that a child may feel self-blame.

We appreciate that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We understand that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We have a Behaviour Policy, which is aimed to support our vulnerable pupils in the school.

Our school will support all pupils by:

- Making them aware of whom the Child Protection Officers are and how they will listen to them.
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school where children are encouraged to talk and will feel listened to.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, including our own in-house Child Psychologist and referring children to her as and when appropriate (with parental consent).
- Including opportunities for teaching safeguarding as part of a broad and balanced curriculum, e.g. in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Making them aware of the dangers of the Internet use and cyber bullying.
- Fully engage with the Local Authority and other multi-agencies to safeguard and promote the welfare of children.
- Ensuring that, where a pupil has been known to the Designated Child Protection Officers during their time at North West, their information is then transferred to the new school. We are aware that data protection fears should not stand in the way of information sharing with other schools. North West will follow the advice as per: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf
- Ensuring that we request any child protection information for new pupils entering North West.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or Designated Child Protection Teachers will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with the Child Protection Designated Teachers in order to safeguard children.
- Staff are aware of confidentiality and understand the importance of not discussing any child protection matters with any other person or member of staff, unless directed by the Designated Safeguarding Lead.
- All staff must be aware that they must not ask a child probing questions and cannot promise a child to keep secrets. Please see Appendix 2 for tips on how to respond to a child who is disclosing abuse.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Teacher/s and to seek further support as appropriate, i.e. drop in counselling sessions for staff.
- Where needed, we offer training for staff so that they are supported.

Allegations against Staff

- We understand that a pupil may make an allegation against a member of Staff.
- The Headteacher on all such occasions will discuss the content of the allegation with the LA Designated Officer (LADO) for Child Protection.
- If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LSCB's Lead Officer for Child Protection.
- The school will ensure that there are procedures in place to handle allegations and will follow the LSCB procedures for managing allegations against staff. This can be found at:
<http://www.brentlscb.org.uk/main/article.php?tag=Allegations&name=role§or=home>
- In the event of an allegation being made against teachers and any other member of staff, (including supply staff and volunteers posing a risk of harm) to the Local Authority Designated Officer (LADO) will be contacted: Telephone: 020 8937 4300 - Option 1 or
Email family.frontdoor@brent.gcsx.gov.uk Or brent.lado@brent.gov.uk

Whistleblowing (please read in line with the school Whistle-blowing policy)

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the Headteacher. If the concern is regarding the Headteacher then the Chair of Governors should be contacted. (Further

guidance can be found in our Whistleblowing Policy and at <https://www.gov.uk/whistleblowing>).

Physical Intervention

- Our strategy on physical intervention by staff is set out in a separate policy (Restraint Guidance and also in The Code of Conduct) and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Missing Children (In accordance with our Missing Child Policy and Early Years Policy).

The safety and security of the children in our care at North West London Jewish Day School are paramount. Every care is taken to ensure that the children are accounted for at all times when they are in our care. A child absent from education can be an indicator of a range of safeguarding possibilities. This may include abuse and neglect and be an indicator of mental health issues. Staff are aware of the school's Missing Child procedures. The school monitors attendance and punctuality rigorously and all concerns are followed up.

We are aware of our duty to notify the Local Authority when removing a child's name from the school admission register at non-standard transition points. We will also ensure that children who leave our school at non-standard transition points are not missing from education by making enquiries to establish the whereabouts of the child.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

**Missing Education
September 2016**

An online register is taken each morning and each afternoon and it is the responsibility of every member of staff to be aware of how many children are present and a quick head count takes place at intervals during each session. If a child has not arrived at school by 9.45am and the parent has not notified the school as to why their child is absent, the school office will call the parents. If

they are unable to reach the parents at this time, they will then call them again at 12pm. If they are still unable to contact them, the Police will be called if this is deemed appropriate. When a child who is on the Child Protection register does not turn up for school without explanation, Social Services are contacted within the hour.

For school leavers, a database is kept and if no contact by the new school is made for records or for child protection information then a member of staff contacts the new school, and records the phone call, to ensure this is where the said child has gone onto.

Safeguarding in the Early Years

In the Early Years Department at North West London Jewish Day School we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. All children are treated with respect, are helped to thrive and to be safe from any abuse in whatever form. To this end, we ensure that we create an environment to encourage children to develop a positive self-image, a sense of independence and autonomy in a way that is appropriate to their age and stage of development, provide a safe and secure environment for all children, always listen to children, provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need and share information with other agencies as appropriate. Our EYFS has a clear commitment to protecting children and promoting welfare. All of our Early Years Staff have completed in-house Child Protection training and our Head of Early Years has completed Safeguarding and Child Protection training for the Early Years. She liaises with the designated Child Protection Officer in cases of concern, who then in turn will liaise with local statutory children's services agencies as appropriate.

The Prevent Duty in EYFS is weaved in through the Early Years Foundation Stage Curriculum Framework aims of Personal, Social & Emotional Development (PSED) and Understanding the World (UW). The hope is to begin teaching children early about the virtues of moral and immoral, acceptable and unacceptable behaviour in order to provide them with a better viewpoint by which to view the world before they can begin to be unduly affected by outside impetus.

In the Early Years, parents are advised of our security procedures and are given the opportunity to discuss any concerns, particularly if their child has an adventurous nature. Parents are made aware of the need of supervision of children at all times especially of their responsibility to ensure their child's arrival and departure is noted by a member of staff. Children are always

counted before going out to play and again when they are lining up to come back indoors.

E-Safety (Please read in conjunction with the E-Safety Policy and Teaching Online Safety in School DFE 2019 and the Covid 19 School Closure Arrangements for Safeguarding and Child Protection for delivery of virtual lessons),

Our E-Safety policy set out in a separate document reflects the consideration we give to the protection of our children using the internet.

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- North West London Jewish Day School acknowledges that it has a major responsibility to educate its pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, whether at school or at home. Children will be given these teaching and learning opportunities in relevant lessons as part of the National Curriculum.
- All children, staff and parents have E-Safety awareness training in school, including Early Years. North West holds an E- Safety training awareness week, in the Autumn Term, for children who know that if they see something unusual on the iPad or computer screen they should report this to an adult. There are refresher days in the spring and summer terms.
- In order to ensure that children are protected from the dangers of the internet and inappropriate online material, North West will ensure that appropriate filters and monitoring system are in place. However, the School will endeavour that this does not lead to unreasonable restrictions that prohibit children's learning.
- Children are taught to be SMART and posters are up around the school building and in classrooms.

Safer Recruitment (please read in conjunction with the Safer Recruitment Policy).

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school/college are suitable do to so, and do not pose any kind of risk to

children. The school will follow the Keeping Children Safe in Education guidance (DfE 2020).

The school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.

All applicants for positions that involve regulated activity with children will be subject to checks with the Disclosure and Barring Service (DBS). Under section 128 of the Education and Skills Act 2008, additional checks will be carried out to ensure applicants have not been barred from working with children. A person who is prohibited from teaching will under no circumstances be appointed to work at North West.

All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo a DBS check and other checks as part of safe recruitment practices.

Staff and governors who normally sit on interview panels are trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safer recruitment training.

Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.

School and Human Resources staff with responsibility for carrying out recruitment checks ensure they take relevant issue numbers from documents as proof that the document has been seen.

Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity. The Headteacher/ Safeguarding Lead will be responsible for keeping a Single Central Record (SCR) of all staff and volunteers, who regularly come into contact with pupils.

Where staff are recruited via third parties such as employment agencies, the Headteacher and/or the board of governors will: seek written confirmation from the agency that the agency has carried out all necessary checks on the individual and request written confirmation of the outcome of all checks such as ask to see the DBS disclosure prior to making any decision regarding the individual's employment and check the identity of agency staff when they first

present for work to ensure they are person against whom the checks were taken out.

Disqualification by Association

Whilst new guidance for Disqualification by Association, September 2018, stated that Disqualification by Association is no longer required in a school setting, as North West London Jewish Day School has a facility for living, those who live in the school flat will be asked to complete a Disqualification by Association form.

Disqualification under the Child Care Act also still applies to all staff, volunteers and students on work placements working with children in the Early Years or with children up to the age of 8 within a before school or after school arrangement.

All staff will be reminded at the start of each term that if their circumstances change, they will need to inform the Headteacher.

Maintaining a Safe Environment

The welfare of the children in our care is paramount. EVERY member of staff has equal responsibility in ensuring the safety of the children and knowing where they are. Prevention - There is very tight security at the main entrance to the school and security guards patrol the school regularly. There are CCTV cameras all around the school. The Nursery has its own entrance and playground and children are only allowed outside with the correct amount of staff ratio in place. The Nursery garden gates are secured when the children are in the playground. A member of Staff is always in the classroom when children are present

We also recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities for Personal, Social, Health and Citizenship Education (PSHCE), which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help;

- Refer to Social Service and/or the Police, where the designated member of staff, following investigations, considers that there is prima facie evidence of child abuse.

Health & Safety (please read in line with the Health and Safety Policy)

- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.
- The Governing Body, Headteacher and Deputy Headteacher will ensure that robust healthy and safety procedures are in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Failure to adhere to the contents of this Policy will lead to disciplinary procedures being followed.

This policy must be reviewed annually, including an update and review of procedures and their implementation, or more regularly if required.

Appendix 1A

Child Protection Incident Report Form

Please fill out as many sections as possible with as much detail as you can.

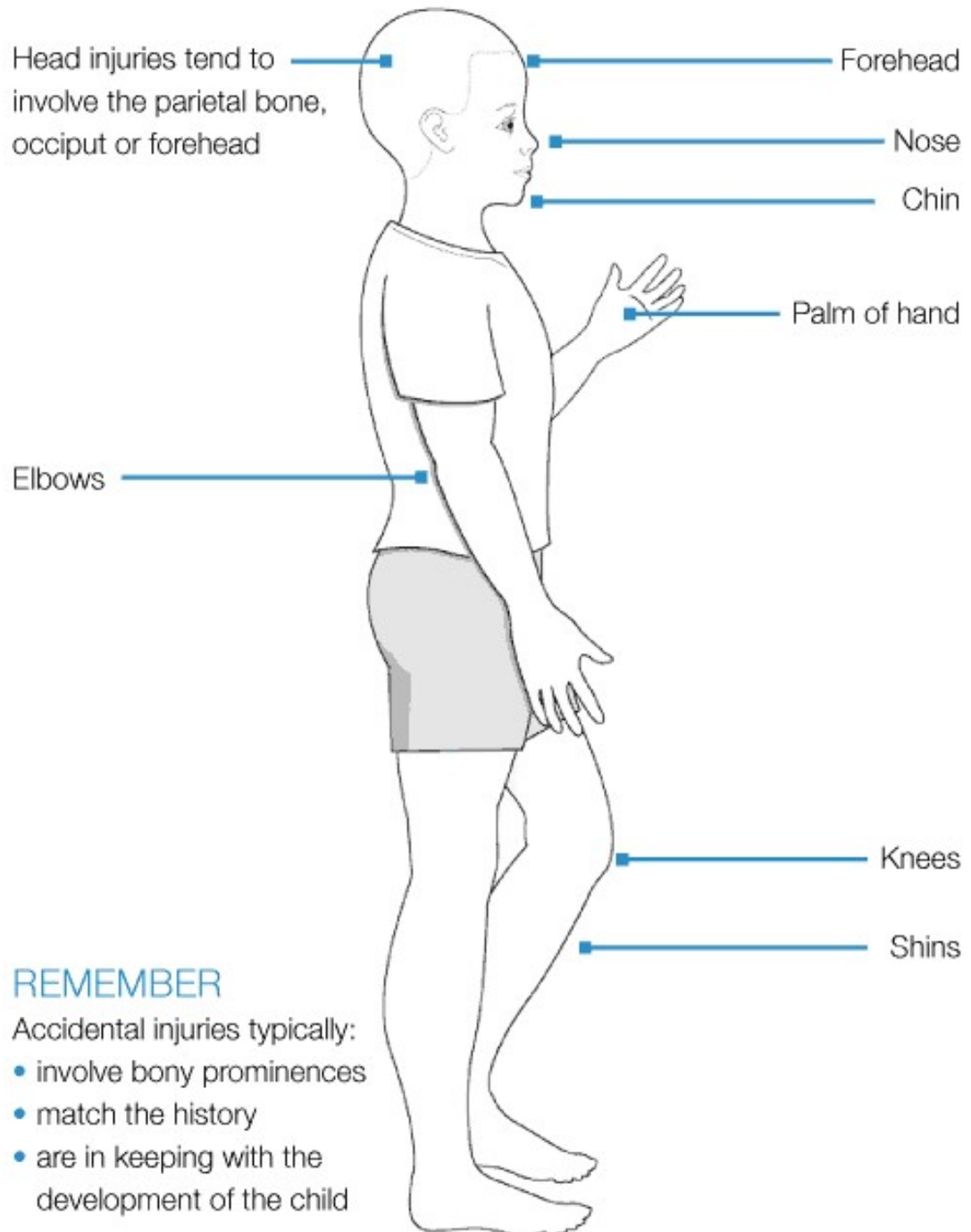
Please include your perceptions as well as facts and reasons for them.

This form will be treated in the strictest of confidence.

Date form completed	
Name of person completing this form	
Initials of Pupil you are concerned about	
Class pupil is in	
Why are you concerned?	
Has child disclosed information to you? If so please write the conversation below. Please ensure the wording is as accurate as possible to what the child said	
Details of what happened, including time, dates, names of others involved, behaviour or physical signs observed (If physical signs please comment on size, colour, freshness of marks etc)	
Action to Date What action has taken place since you were made aware of this	
Any other information you feel is relevant please comment below:	

Appendix 1B

Common Sites for Accidental Injury



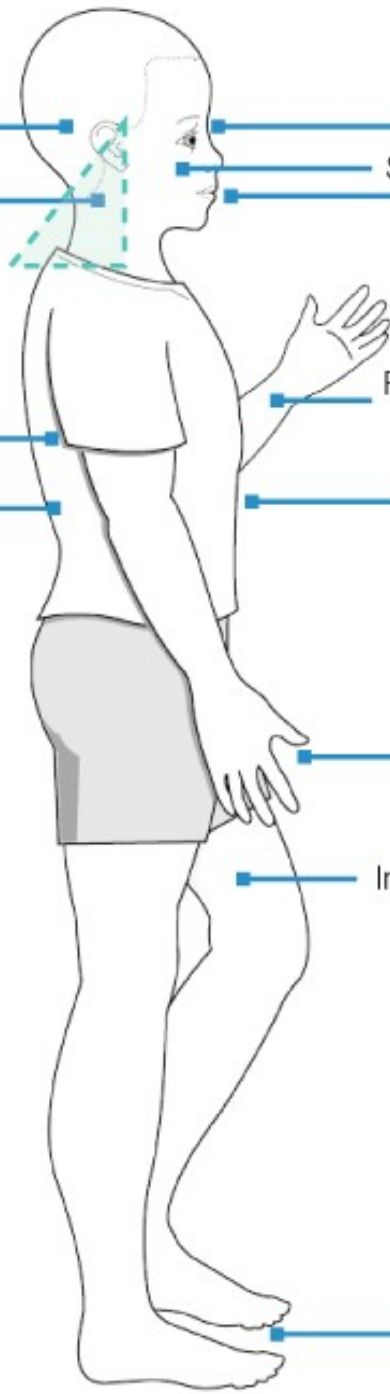
Appendix 1B Continued:
Common sites for non-accidental injury

Ears – especially pinch marks involving both sides of the ear

The “triangle of safety” (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual

Inner aspects of arms

Back and side of trunk, except directly over the bony spine



Black eyes, especially if bilateral

Soft tissues of cheeks

Intra-oral injuries

Forearms when raised to protect self

Chest and abdomen

Any groin or genital injury

Inner aspects of thighs

Soles of feet

REMEMBER

- Concerns are raised by:
- injuries to both sides of the body
 - injuries to soft tissue
 - injuries with particular patterns
 - any injury that doesn't fit the explanation
 - delays in presentation
 - untreated injuries

Appendix 2

Taken from: Waredell Associates Training & Consultancy - Safeguarding and Child Protection in Training. September 2015

How to respond to a child who is disclosing abuse :

<p>Be aware of your non-verbal messages - eg body language / eye contact</p> <p>Ensure the child is - and feels safe</p>	<p>Keep responses short, simple, slow, quiet and gentle</p> <p>React calmly</p> <p>Use TED questions</p> <p>Tell / Explain / Describe</p>	<p>Don't stop a child who is freely recalling significant events</p> <p>Don't judge the abuser</p>	<p>Don't interrogate the child ; observe and listen</p> <p>You can ask if they have told Mum / Dad / Other person</p>
<p><i>What happened next?</i></p> <p><i>How did that make you feel?</i></p> <p><i>You're very brave...</i></p>	<p><i>You're not the only person...</i></p> <p><i>I believe you...</i></p> <p><i>It's not your fault...</i></p> <p><i>Well done...</i></p>	<p><i>You will be asked to share this with someone else...</i></p> <p><i>(Don't promise confidentiality)</i></p>	<p><i>I am worried about you... I will need to talk to someone else about what I can do next...</i></p>

Child Protection

QUICK REFERENCE FOR NEW SCHOOL STAFF/ VOLUNTEERS OR VISITORS

As an adult working with children and young people YOU have a duty to act when you have a concern about a child's welfare.

Child Protection Designated Teachers (CP Teachers)

Mrs Amanda **Shoota**
ashoota@nwjds.org.uk

Miss Judith Caplan
jcaplan@nwjds.org.uk

Mrs Madeleine **Bendell**
mbendell@nwjds.org.uk

WHEN TO BE CONCERNED?

When you become aware of information that leads you to be concerned about the physical, emotional or sexual wellbeing of a child.

The information you have may not be enough on its own for a child protection referral. However, it will help your Child Protection Designated teacher to build a picture of a child at risk.

ALERTS

- If you hear worrying accounts
- If you pick up on emotional distress
- If you notice changes in a child's behaviour or presentation
- If someone discloses something to you

HARM TO A CHILD COULD BE CAUSED BY:

- A parent/carer
- Family member/friend
- Another child
- Stranger
- Member of staff/volunteer

Regardless of the source of harm you **MUST** report your concern.

If your concern is about a staff member/volunteer you should report this to the Head Teacher. If your concern is about the Head Teacher inform your Safeguarding Governor **Ashley Donoff**:

ashley@donoff.com

If your concern is about anything else report it to one of the Child Protection Teachers. (Contact details at the front of this leaflet).

WHAT I MUST DO?

- Know your role
- Don't ignore

1. Inform one of your Designated Child Protection Teachers without delay.
2. The CP Governor will be informed where appropriate

Your CP Designated Teacher is:

Amanda Shoota

Your Deputy CP Designated Teachers are:

Miss Judith Caplan
Mrs Madeleine Bendell
Contact those teachers on:
020 8459 3378

3. Make a written record, sign and date it, then pass the record to either of the CP Designated Teachers

DEALING WITH A CHILD'S DISCLOSURE

Listen

- Listen carefully to what is said to you.
- Don't interrupt or ask .

Reassure

- * Be calm, attentive and non judgmental.
- * Don't promise to keep what is said as a secret.

Respond

- ♦ Tell your CP Designated Teacher without delay.
- ♦ Write it down.
- ♦ Use the child's words.
- ♦ Note anything else that made you concerned.
- ♦ Sign and date it.
- ♦ Give it to your CP Designated Teacher.

REMEMBER!

Delay in reporting your concerns could cause the child greater harm.

School staff are often the first people to see a child after they have been abused.

Not all abuse has physical signs.

If in doubt TALK to your CP Designated Teacher.

PROTECTION OF A CHILD MUST BE YOUR FIRST PRIORITY.

I confirm that I have received and read the school's Child Protection and Safeguarding Policy.

Signature: _____

Name: _____

Date: _____

Having read this policy, is there anything you would like to disclose with regards to safeguarding?

Yes

No

Please sign and return this form to the Child Protection Designated Lead – Amanda Shoota