

# **CHILD PROTECTION & SAFEGUARDING POLICY**

**Updated: September 2025**

***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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1A	Child Protection Incident Report Form
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2	How to respond to a child who is disclosing abuse
3	Child Protection Summary leaflet

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 Headteachers**  
Rabbi Ronen Broder - 0208 459 3378

**Safeguarding Governor** / Child Protection Governor  
Mrs Sheila Taylor - 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

**Online 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](mailto: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	Sheila Taylor
Child Protection	Amanda Shoota (DESIGNATED TEACHER): Judith Caplan/Madeleine Bendell (Deputy DESIGNATED TEACHER)	Sheila Taylor
Single Central Record	Jolene Wernars Judith Caplan	Sheila Taylor
Staff Personnel Files	Jolene Wernars	Danielle Ognall – secular Naomi Landy - Kodesh
Healthy and Safety Fire Safety	Rabbi Broder Lawrence Fernandes Site Manager	Arnie Kosiner/James Schuldenfrei
Safer Recruitment	Judith Caplan/Rabbi Broder	Sara Elias/Danielle Ognal/David Landy
Whistleblowing	Judith Caplan	Danielle Ognall
First Aid	Jolene Wernars Rabbi Broder	Sheila Taylor
Risk Assessments (outside and within the curriculum)	Amanda Shoota (Educational Visits Coordinator) Rabbi Broder (on site)	James Schuldenfrei
Internet and e-safety	Judith Caplan Camilla Isaac	Sheila Taylor
Behaviour	Judith Caplan/ Rabbi Broder	Sheila Taylor & Danielle Ognall
Accident/Incident	Jolene Wernars Welfare Rabbi Broder	Arnie Kosiner
Premises	Lawrence Fernandes Site Manager	Arnie Kosiner/ James Schuldenfrei
Security	Vivian Goldring	Arnie Kosiner/ James Schuldenfrei
Attendance	Judith Caplan Karen Welch	Naomi Landy
Working with Other Agencies	Madeleine Bendell/Danielle Stone Jolene Wernars	Naomi Landy
Induction/Staff Handbook/Probation Pack	Leadership Team and Line Managers	Danielle Ognall – secular David Landy/Aryeh Richman - Kodesh
Personal Social Health Educations Healthy Living and SRE	Danielle Stone PSHE Coordinator Rabbi Broder	Rabbi Wilk
Mental Health Co-ordinator	Danielle Stone	Danielle Ognall
General Admin for Safeguarding (e.g. wall displays etc)	Judith Caplan Jolene Wernars	Sheila Taylor
Monitoring and Evaluating Effectiveness of Safeguarding	Judith Caplan Rabbi Broder	Sheila Taylor

## **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. North West will work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm. 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, September 2025:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical 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.

Working Together to Safeguard Children 2025 States:

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

## **The Importance of Early Help**

North West London Jewish Day School staff and Governors recognise the importance of providing early help to pupils to provide support for a problem as soon as it arises, to prevent it from escalating. We recognise that pupils may face many challenges that put them in need of additional support and ensure that staff are aware of them. These include; stress, mental health, peer pressure, body image and home life. Promoting the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk is our priority. Teachers are therefore aware of the importance of the early help process, and understand their role in it. The School has a number of strategies to identify emerging issues or concerns, including the pastoral care available and the PSHE and SRE programmes.

North West recognises the increased vulnerability of pupils to whom any of the following apply:

- Children who have SEND or a disability, whether or not they have an EHCP.
- Challenging family circumstances (including divorce, separation, mental health of a parent, absent parent or domestic abuse).
- Behavioural difficulties including suspensions
- They do not have English as a first language
- Acting as a young carer
- Show early signs of mental and emotional issues
- They are subject to discrimination and maltreatment on the grounds of their race, religion, sexual orientation or sexual identity
- Persistently absent from school and including persistently absences for part of the school day.
- Showing signs of or being drawn into anti-social or criminal behaviour i.e. gangs, county lines, modern slavery, trafficking, sexual and/or criminal exploitation.

It should also be recognised that a child may not feel ready or know how to tell someone if they are being abused.

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, September 2025 (KCSIE)
- Children Missing Education, August 2025
- Working Together to Safeguard Children, 2023
- Working Together to Improve Attendance 2024
- Disqualification under the Childcare Act 2006
- Disqualification by Association, September 2018
- Early Years foundation Stage Statutory Document, Section 5, September 2014
- London Safeguarding Children Procedures 2022
- 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, March 2015
- 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
- Prevent Duty Guidance: England and Wales (2023)
- Information sharing advice for safeguarding practitioners, March 2015
- Teaching Online Safety in School, 2023
- Mental health and behaviour in schools, 2018
- The Equality Act 2010
- Data Protection Act 2018
- Meeting digital and technology standards in schools and colleges, 2025
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people, July 2025

**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
- Online safety
- Health and Safety
- Missing Child Policy
- Safer Recruitment
- Whistleblowing
- Inclusion Policy
- PSHE and SRE Policy



## **Statement of Intent**

North West London Jewish Day School (NWLJDS) is committed to Safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of NWLJDS premises. We implement a whole-school preventative child centred approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

The aims of this policy set out a clear and consistent framework in line with safeguarding legislation and statutory guidance. It will be achieved by:

- 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 ensure that the mental health as well as physical health is monitored, protected and promoted in everything we do.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- 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 or mental health issues.
- 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.
- Work with parents to build their understanding of and their commitment to the welfare of all our children.
- To take positive action when needed, and not discriminate against pupils with protected characteristics, in accordance with the Equality Act 2010.
- To always act in the best interests of the child.

## **Procedures**

As per the Keeping Children Safe in Education Document (updated September 2023), 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, Sheila Taylor 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 full Child Protection and Safeguarding formal training every three years and regular refresher training at the start of each academic year. Staff will also take part in online safety training 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. Pupils will have termly discrete online safety sessions and parents are offered online safety training via workshops each academic year.
- 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
- 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 Designated Child Protection Teachers will then meet to decide on the necessary steps of action.
- 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 Designated Child Protection 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. From the Summer of 2022, the School have moved to a secure online system of record keeping, called CPOMS. Any historical files are continued to be secured 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.
- Our procedures and this Policy will be reviewed and updated annually, or more regularly if required.

### **Encompass**

North West have signed up to the Encompass system, which is a partnership initiative between schools, police, and safeguarding agencies designed to provide timely information when a child or young person has been exposed to domestic abuse. When police attend a domestic incident where children are present, the Encompass system ensures that the designated safeguarding lead (DSL) in the child's school is notified before the start of the next school day. This enables the school to provide immediate, tailored support and care, helping to safeguard the child's wellbeing and reduce the impact of trauma on their education. Information received through Encompass will be treated as confidential, shared only with relevant safeguarding staff, and used solely to ensure the safety, protection, and pastoral support of children.

### **Definitions of Abuse**

(As found in the Keeping Children Safe in Education: information for all school and college staff, September 2025)

All school and college staff should be aware that abuse, neglect, exploitation, 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of other. 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 or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it.

**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, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse.

**ABUSE** – Some other contexts specific to Child Protection and Safeguarding.

- bullying including cyberbullying
- children absent from 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
- absent children and adults strategy
- child-on-child 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 whereby 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.

**County Lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing area within the UK. Using dedicated mobile phone lines or other forms of deal lines. They are likely to exploit children and vulnerable adults to move and store the drugs and money. They will often use coercion, intimidation, violence (including sexual violence),

## **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.

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.

It should be noted that Domestic Abuse;

- Can be psychological, physical, sexual, financial or emotional.
- Can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own relationships.

**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.

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](mailto: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.

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 Mrs Danielle Stone. Mental, social and emotional health is also covered within our PSHE curriculum. Please refer to our PSHE policy.

## **Child-on-Child 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 Online safety policy).**

Child-on-child sexual abuse is sexual abuse that happens between children. It can happen between any number of children and can affect any age group. It is

important that staff report any concerns as soon as possible. The school recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

Children can experience child-on-child abuse in a wide range of settings, including at school, at home or in someone else's home, in public spaces and online.

- 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.

Staff should recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Any allegation of child-on-child 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.

### **Pupils who are lesbian, gay, bisexual or gender questioning.**

*N.B Pupils who are lesbian, gay, bisexual or gender questioning The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.*

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our Behaviour Policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting prepubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have



wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD). We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

### **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**

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo, or reject and/or undermine contemporary ideas and expressions of freedom of choice. The Counter- Terrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. The aim of Prevent is to '*tackle the ideological causes of terrorism*', with emphasis building resilience through the curriculum and having effective IT and speakers to reduce exposure to radicalising influences.

North West London Jewish Day School will abide with ***Protecting Children from Radicalisation, The Prevent Duty Guidance of 2023*** 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.

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.

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.

#### **Sexual violence and sexual harassment (to be read in accordance with KCSIE 2025).**

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 and might not find it easy to talk about their abuse verbally. 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, e.g. females, SEND, LGBTQ.

What is meant by sexual violence and sexual harassment?

- Sexual violence and sexual harassment can be between two children, or a group of children.
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive or violent.
- Both sexes may be affected.
- Children with SEND are likely to be more vulnerable.
- Sexual violence refers to rape, assault by penetration, or sexual assault.
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or

displaying photos of a sexual nature; and online activity including sharing of sexual images (“nudes”) or videos (sexting) or making inappropriate sexual comments. (Note this list is not exhaustive.)

- It includes sexually harmful and aggressive behaviour involving the use of mobile phones, such as ‘Upskirting’, where a picture is taken under a person’s clothing without them knowing, with the intention of viewing their buttocks or genitals to obtain sexual gratification, or to cause the victim humiliation, distress or alarm. Upskirting was made a criminal offence in April 2019; perpetrators could face up to two years in prison if convicted. Upskirting

Staff are aware of the importance of challenging inappropriate behaviours, making clear that sexual harassment and sexual violence is not acceptable, will not be tolerated and it is not an inevitable part of growing up.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and face to face, both physically and verbally and are never acceptable. All staff working with children are advised to maintain an attitude of ‘it could happen here’ and take any report of sexual violence or sexual harassment seriously, reassure the victim and give the necessary support.

Staff will be aware of the harm caused by bullying and use the School’s anti-bullying procedures where necessary, however, there will be occasions where a pupil’s or staff’s behaviour warrants a response under safeguarding rather than anti-bullying procedures. Where a staff member is concerned, the relevant bodies will be informed, including the LADO.

North West further recognises the mental health implications of sexual violence and harassment on the victim, who may require additional support.

### **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 Y6 class teachers at the start of the day. The child will not be given access to it at any point during the day.

### **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 and as a result will require additional support.

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.

It should also be recognised that a child may not feel ready or know how to tell someone if they are being abused. 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 variety of policies such as the SENd and Behaviour which are aimed to support our vulnerable pupils in the school.

#### **Our school will support all pupils by:**

- Making them aware of whom the Child Protection Teachers 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 Art and Play Therapists.
- 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.
- 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. This is to protect both the child and their family.
- 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.
- The school will comply with the DPA/UK GDPR requirements.

### **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 members 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.
- In the event that a concern is shared regarding a supply member of staff then the Headteacher will inform their employer or agency.
- The school will ensure that there are procedures in place to handle allegations and will follow the LSCB procedures for managing allegations against staff.
- 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](mailto:family.frontdoor@brent.gcsx.gov.uk) Or [brent.lado@brent.gov.uk](mailto: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 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.

**Children who are Absent from Education** (In accordance with our Children who are Absent from Education 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 Absent Child procedures. The school monitors attendance and punctuality rigorously and all concerns are followed up.

It is important the school or college's response to unexplainable and/or persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

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 absent from education by making enquiries to establish the whereabouts of the child.

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.

### **Alternative Provision**

Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs and appropriate staff safeguarding checks have been carried out (written confirmation of this will be obtained from the provider). A risk assessment of the establishment will be carried out and a staff member will visit the provision and regular reviews should be completed.

Where a child has an alternative provision the Governing body will be informed by the Headteacher. There are two pieces of statutory guidance linked with Alternative Provision and the SENCOs will oversee this. These documents are:

- Alternative Provision DFE statutory guidance, and
- Education for children with health needs who cannot attend school - GOV.UK

### **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 Heads of Early Years has completed Safeguarding and Child Protection training for the Early Years.

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.

**Online Safety** (Please read in conjunction with the Online Safety Policy and Teaching Online Safety in School, 2023).

Our Online 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, such as smart phones. 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 and staff have online 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.
- Parents are encouraged to engage and participate in an Online Safety workshop each academic year. Furthermore, parents are reminded of the responsibilities annually in their class curriculum evenings and also in class and school newsletters throughout the year.
- 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 to limit children's exposure to online risks. 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. They are also taught to TAG -Tell a Grown Up when the need arises.
- The Governing body should review the effectiveness of the School's filters and monitoring systems.
- The Governing body should ensure that the Leadership and relevant staff are aware and understand the systems in place, manage them effectively and know how to escalate concerns when identified.

## **Filtering and Monitoring**

### **1. Online safety - Filtering and Monitoring**

It is recognised by North West London Jewish Day School that the use of technology presents challenges and risks to children and adults, both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:

- The Online Safety policy
- Remote Learning policy
- Behaviour policy
- Threaded through other policies, including policies for the curriculum, such as Computing

The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:

- content: being exposed to illegal, inappropriate or harmful content; for example, pornography, fake news, racist or radical and extremist views, misogyny, self-harm, suicide, antisemitism, misinformation, disinformation (including fake news) and conspiracy theories
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

<b>Safeguarding Lead</b>	Miss Judith Caplan (Headteacher)
<b>Deputy Safeguarding Leads</b>	Rabbi Ronen Broder
<b>Child Protection Teacher</b>	Mrs Amanda Shoota
<b>Deputy Child Protection Teachers</b>	Miss Judith Caplan/ Mrs Madeleine Bendell
<b>E-Safety Lead</b>	Miss Judith Caplan
<b>Computing Coordinator</b>	Mrs Camilla Isaac
<b>Safeguarding Governor</b>	Mrs Sheila Taylor

North West London Jewish Day School uses a wide range of technology. This includes: computers, laptops, tablets Chromebooks, the internet, our learning platform, intranet, email systems, messaging systems and other digital devices and systems. All school owned devices and systems will be used in accordance with our Acceptable Use Policies and with school's appropriate safety and security measures in place. All devices owned by staff, pupils and visitors will also be used in accordance with our acceptable use policies and the appropriate safety and security measures.

North West London Jewish Day School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. Further information regarding the specific approaches relating to this can be found in our online safety and acceptable use and image use policies which can be found on the website or via the school office.

North West London Jewish Day School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE standards for filtering and monitoring (May 2025) these are:

1. Identify and assign roles and responsibilities to manage filtering and monitoring systems.
2. Review filtering and monitoring provision at least annually.
3. Block harmful and inappropriate content without unreasonably impacting teaching and learning.
4. Have effective monitoring strategies in place that meet their safeguarding needs

To ensure we meet the standards for filtering and monitoring, we will follow school procedures, such as:

- consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
- be informed in part, by the risk assessment required by the Prevent Duty

- ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
- inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
- require pupils, staff and visitors if they discover unsuitable sites or material.
- turning off the screen
- report the concern immediately to a member of staff
- report the URL of the site to technical staff/services
- record and report to the DSL and appropriate technical staff, any filtering breaches or concerns identified through our monitoring approaches. Amend as appropriate.
- immediately report any access to material believed to be illegal to the appropriate agencies, such as the Internet Watch Foundation and the Police.
- ensure that in implementing appropriate filtering and monitoring - “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- regularly check (should not time scales/approach - termly or monthly – will depend on the school approach) on the effectiveness of the filtering and monitoring systems
- review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard. The following Monitoring and filtering systems are in place:

North West London Jewish Day School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety a full list of strategies and how keeping safe is taught can be found in the Online Safety policy.

- Pupils will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Pupils’ internet use will be supervised by staff according to their age and ability.
- Pupils will be directed to use age-appropriate online resources and tools by staff.

North West London Jewish Day School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

North West London Jewish Day School will build a partnership approach to online safety and will support parents/carers to become aware and alert by: online safety training, emails, online safety leaflet, school newsletter.

North West London Jewish Day School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach. This will include amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

The DSL will respond to online safety concerns in line with the Child Protection and other associated policies such as child-on-child abuse and behaviour. Internal sanctions and/or support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Staff will need to complete a request for certain website uses the template can be found in the online safety policy.

North West London Jewish Day School will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

### **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 Gemini. North West London Jewish Day 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. North West London Jewish Day School will treat any use of AI to access harmful content or bully pupils in line with this policy and our antibullying policy, behaviour policy and Acceptable Use of ICT agreement. Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Should there be any concerns relating to AI - for example where indecent images have been shared that are AI-generated – staff will immediately notify the DSL and E-Safety Lead.

### **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 (DfE3).

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. When advertising for a vacancy within the School, application forms and a Curriculum Vitae (CV) will be accepted alongside an application form only. We will not accept a CV without a completed application.

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 practice 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.

In addition to the above, as part of the shortlisting process, should the School carry out an online search on shortlisted candidates, they will be informed that online searches are carried out.

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. Outside agencies will be informed of the process for managing allegations whilst also taking into account the agency's policies and keeping them up to date with information.

Where staff are employed from outside the UK further checks will be carried out. These checks could include a criminal record check from overseas. Child. This could also include, a letter from the professional regulating authority in which the applicant worked when overseas.

### **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 PSHE/SRE 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.

**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	

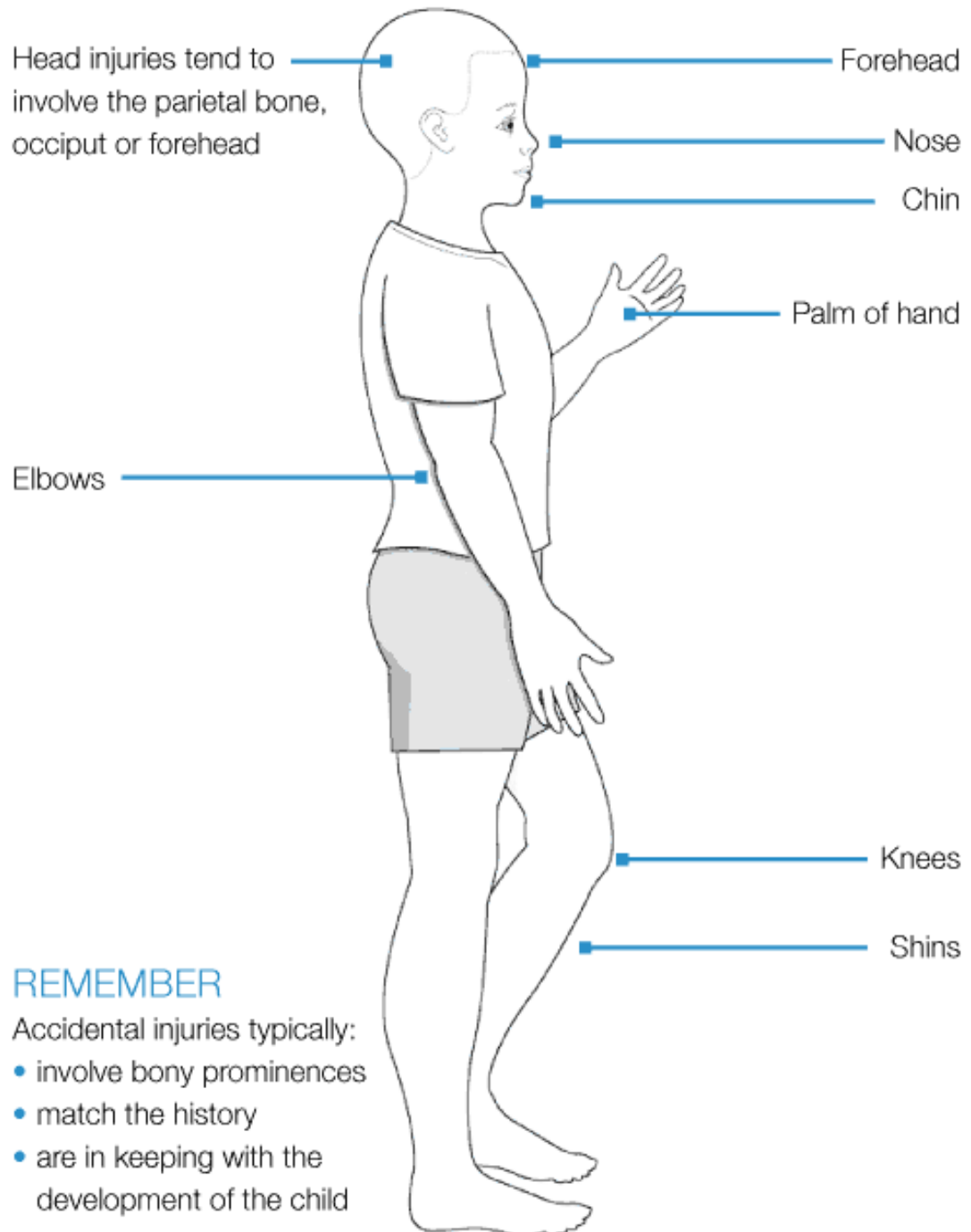
  

Initials of Pupil you are concerned about	
Class pupil is in	
Why are you concerned?	
Has child disclosed information to you? If so please write the conversation below. Please ensure the wording is as accurate as possible to what the child said	
Details of what happened, including time, dates, names 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

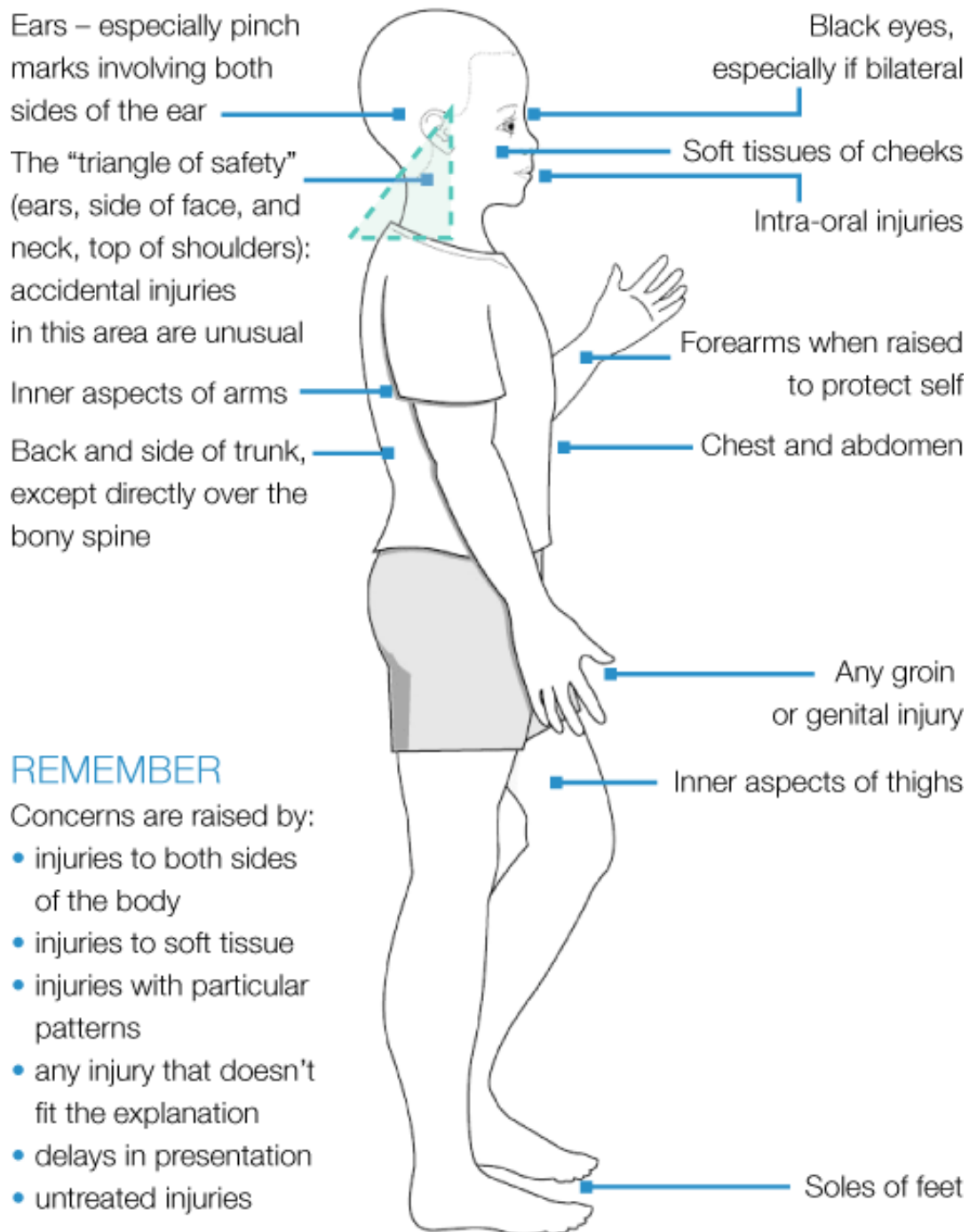


#### REMEMBER

Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child

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



## 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 :

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

## 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@nwljds.org.uk

Miss Judith Caplan  
jcaplan@nwljds.org.uk

Mrs Madeleine Bendell  
mbendell@nwljds.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 Mrs Sheila Taylor:

[staylor@nwljds.org.uk](mailto:staylor@nwljds.org.uk)

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**