



Beit Shvidler Primary School

Safeguarding & Child Protection Policy

Updated January 2021

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Aims and Purposes

At Beit Shvidler Primary School, we are committed to safeguarding and promoting the welfare of all of our children. We aim to create a culture of vigilance. We recognise that the safeguarding and child protection of children and young people is everybody's responsibility. Children have a right to be safe and should be protected from all forms of abuse and neglect.

Our policy applies to all members of staff, supply staff, governors, volunteers and visitors to the school.

We recognise that some children may be especially vulnerable to abuse and recognise that these particular children will need additional support to be positive about themselves and fulfil their potential. We will always take a considered and sensitive approach in order that we can support all of our children.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing 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

The purpose of this policy is to:

- afford protection for the children at Beit Shvidler School
- enable everyone (staff, supply staff, parents, carers, volunteers and governors) to have a clear understanding of how their responsibilities should be carried out.
- enable staff and volunteers to safeguard and promote the welfare of children.
- promote a culture which makes this school a safe place to learn.

Our aim is to ensure that we:

- Establish a safe and secure environment in which all children can learn and develop
- Ensure we practice safer recruitment procedures in appointing and checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues in the school community
- Equip children with the skills needed to keep them safe
- Ensure children feel listened to and receive appropriate support
- Establish clear procedures for identifying and reporting child protection concerns, which are known to everyone
- Support pupils who have been abused in accordance with his/her agreed child protection plan
- Provide adequate training and support for staff
- Ensure compliance with the statutory guidance documents '*Keeping Children Safe in Education 2020*' and '*Working Together to Safeguard Children 2018*'

The school believes it is of paramount importance to recognise and act as early as possible whenever signs of child abuse or neglect should occur. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should be alert to the signs of abuse and report any concerns or suspicions to the Designated Safeguarding Lead. **All staff** are responsible for complying with the child protection instructions and directions as detailed in this policy. It is our responsibility to ensure that children and young people are growing up in circumstances consistent with the provision of safe and effective care. **All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence). Staff should refer concerns or allegations about supply staff to the Headteacher.

Parents

Parents are informed about safeguarding and have access to the policy via the school website. If any parent does not have access to the website, they can pick up a copy at the school office on request.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of neglect, abuse, changes in behaviour and a failure to develop. All staff are advised to maintain an attitude of *'it could happen here'* with regard to safeguarding.

Categories of Abuse and Neglect

There are four main categories of abuse and neglect: physical abuse, emotional abuse (including cyber bullying, internet exploitation), sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. *'Working Together to Safeguard Children'* (2018) statutory guidance sets out full descriptions. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

Mental health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained professionals should make a diagnosis of a mental health problem, but our staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

See Appendix 2 for indicators of abuse or neglect.

Equal Opportunities

We believe it is the right of all children, regardless of their gender, ethnicity, religion, physical, mental disability, ability, linguistic cultural or home background, to be listened to and treated fairly.

We recognise that certain groups and individuals may be discriminated against and are therefore strongly committed to positive action to remove and counter discrimination in all areas of school life.

All children have the right to be safeguarded from harm or exploitation whatever their

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's

welfare.

This policy applies to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of Beit Shvidler School.

We recognise that the safeguarding of all children, staff, parents, visitors and volunteers should be a priority at all times. This will include steps taken to ensure the safety and protection of all members of the school community on a daily basis such as:

- Home visits for all new nursery children
- Registers taken at the start of the morning and afternoon sessions
- First day calling to establish the situation for absent pupils
- The requirement for parents to sign in children arriving late and being taken out of school early
- The wearing of identity lanyards by all staff
- The carrying out of Disability and Baring Service and identity checks for all adults working in the school
- Security guards admit all visitors to the site
- The requirement for all visitors to sign in and out of the school
- The maintenance of a single central record
- Termly fire drills, lock down drills and emergency evacuation plans displayed in all rooms
- The management of the premises, including writing risk assessments eg, play equipment, snow
- Risk assessments written and carried out prior to all trips
- Staff/pupil ratios adhered to especially on trips and visits
- Frequent head counts on trips
- Regular reminders about the use of the internet, social media, cameras etc. Staff are expected to sign forms yearly to accept safe use of technology including the prohibition of the use of mobile phones to take photos of children or used in directed hours. (see acceptable use agreement)
- Parents sign permission forms on entry to the school – for such things as permission for the child's photo to be put on the website
- Anti-bullying is kept high profile including annual participation in National Anti-Bullying week
- Participation in National awareness campaigns – eg Safer Internet day
- We send out contact detail forms yearly for all pupils to ensure we have the most up to date contact and emergency contact information.
- Safer recruitment procedures followed with regard to employing staff and staff files maintained with DBS checks, proof of identity, references and qualifications.
- Individual behaviour plans and risk assessments for individuals as needed
- First aid and paediatric first aid training for appropriate staff
- We record accidents on our Medical Tracker system. Accidents are analysed and reported to governors.
- We keep records of behaviour including racist and homophobic behaviour and these are also analysed and reported to governors
- Health care plans as needed
- Staff training on the use of epi-pens
- The taking of medicines on trips
- Permission to administer medicine forms filled in before prescribed medicines are given

The school follows the procedures established by the Barnet Safeguarding Children Board and the PAN London procedures; a guide to procedure and practice for all agencies in Barnet and London working with children and their families.

Pupils at Beit Shvidler will be taught about safeguarding issues. Children will be regularly reminded about Safeguarding, especially e-safety and personal safety through a variety of curriculum opportunities eg PHSE and Police visits and assembly eg NSPCC

How we support our pupils

Children will be regularly taught about Safeguarding, especially e-safety and personal safety through a variety of curriculum opportunities eg PHSE, Sex & Relationships Education, assemblies and Police visits.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support our pupils through:

- The content of our broad and balanced curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Liaison with other agencies that support individual pupils such as social services, Child and Adolescent Mental Health Service, education welfare service and educational psychology service etc, and involving children and their parents/carers appropriately.
- Valuing them, listening to and respecting them and involving them in decisions which affect them.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Include opportunities to find out how parents and pupils feel about safety through our annual questionnaires.
- We will follow the procedures set out by the Barnet Children's Safeguarding Board and take account of guidance issued by the Department for Education and Skills, in particular '*Keeping Children Safe in Education*' (DfE 2020) and '*Working Together to Safeguard Children*' (2018).
- Make sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures. Staff will take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Adopting a code of conduct for all staff and volunteers
- Provide effective management through induction, support and training
- Ensuring staff and volunteers understand about 'whistle blowing'
- Deal appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

Role of the Designated Safeguarding Lead

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and: The designated officer(s) for child protection concerns (all cases which concern a staff member), Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed).
- Liaise with the headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Raising Awareness

The Designated Safeguarding Lead should ensure the school policies are known and used appropriately:

- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- That there is greater emphasis on the identification of early help by ALL staff. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The role of the Designated Safeguarding Lead is:

- To be alert to the specific needs of individual children and keep accurate and up to date written records
- To ensure accurate records relating to individual children are kept separate from academic files in a secure place. This information will be shared with other agencies as appropriate on a 'need to know' basis and on the understanding that it is to remain strictly confidential
- To ensure the school effectively monitors children about whom there are concerns
- To ensure the school operates within the legislative framework and recommended guidance

- To ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role
- To ensure all staff have been given a copy of 'Keeping Children Safe in Education' (DfE 2016) and 'Working Together to Safeguard Children' (DfE 2015) and advised to read it
- To ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection
- To ensure new staff receive a safeguarding briefing within the first two weeks.
- To ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website
- To ensure that the appropriate information, training and support is given to all staff. Beit Shvidler School will ensure that all Designated Safeguarding Professionals receive appropriate training at least every two years, and that all staff receive an update annually and in depth training every three years. A signed attendance sheet will be kept from this training
- To ensure that information about who the key safeguarding personnel are and to have this displayed around the school.
- To manage referrals after liaising with the Headteacher
- To update the school's Safeguarding and Child Protection policy annually
- To ensure that the Senior Management Team are kept fully informed of any concerns and ongoing issues, and when appropriate, decide with them when to take further action about specific concerns
- To develop effective working partnerships with other agencies and services
- To submit reports to, and ensure the schools attendance at, Child Protection conferences and other meetings as appropriate
- Transfer Child protection records to new schools when a child undergoes a transition
- To provide guidance for parents and carers, children and staff about receiving support
- To work with the Governor responsible for Safeguarding, and report to the Curriculum sub- committee termly
- To notify social services if there is an unexplained absence of a pupil who is the subject of a child protection plan
- To transfer information immediately when a pupil on a child protection plan leaves, and to inform the child's social worker. The Local Authority will also be contacted immediately if a child on a child protection plan leaves the country
- To ensure the school and its Governing Body always follow safer recruitment practices

Safeguarding during the COVID-19 Pandemic

Keeping Children Safe in Education 2020 (KCSIE) remains in force throughout the response to coronavirus (COVID-19). All Staff will continue to follow the principles and procedures set out in this document for safeguarding children in school in the keyworker provision or at home accessing remote learning provision.

The Government has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe.

School Procedures

All members of staff are required to read the latest 'Keeping Children Safe in Education'. A copy of this is kept on the shared drive and in the staffroom. Staff are regularly reminded at briefings that they must be familiar with this document. If any member of staff or volunteer is concerned about a child, they must inform the Designated Safeguarding Lead (or Officer in their absence). All members of staff are required to pass on information disclosed by a child which cause concern or which would be defined as a child protection issue.

What to do if you have a concern about a child or a child makes a disclosure

If any member of staff, governor or volunteer is concerned about a child they must inform the Designated Safeguarding Lead, and/or the Headteacher or another of the Designated Safeguarding Officers.

All members of staff are required to pass on information disclosed by a child which causes concern or which would be defined as a child protection issue.

A 'Logging a Concern' form should be filled in and handed in **on the same day** to the Designated Safeguarding Lead, or in their absence a member of the Child Protection Team. The recording must be a clear, precise, factual account of the observations made and using the words actually spoken by the child. ***The procedure outlined in Appendix 3 should be followed.***

The Designated Safeguarding Lead will, in consultation with the Headteacher if needed, decide whether the concerns should be referred to the Barnet Multi Agency Safeguarding Hub (MASH) Team. Advice will be taken from the MASH Team, regarding whether or not parents/carers will be informed that a referral has been made. The priority will always be to prevent the child from being at further risk of harm.

The school has a policy of – *if in doubt pass the information on to the Barnet MASH team and get advice.*

Attendance and Lateness

Ongoing attention will be paid to the attendance and absence of any child about whom the school has any concern. The Attendance Officer (Elana Nissim) will monitor children's absences and lateness through our Attendance Policy and will alert the Headteacher to any patterns of behaviour which may cause concern.

Attendance reports are compiled and analysed to determine actions to be taken to support families and vulnerable children. The Education Welfare Officer will be alerted to families causing concern.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is important that staff are vigilant and report concerns about children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual

triggers to be aware of when considering the risks of potential safeguarding concerns, such as travelling to conflict zones or travelling abroad for Female Genital Mutilation (FGM). If members of staff have such concerns they must inform the Headteacher immediately.

Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. Our role is to protect vulnerable children and deal with Child Protection issues in a sensitive manner.

- All staff in school, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies of MASH Team and the Police.
- If a child confides in a member of staff /volunteer and requests the information is kept secret, the member of staff/volunteer **must** tell the child sensitively that s/he has a responsibility to refer cases of alleged abuse for the child's own sake. The child should be reassured that the information will ONLY be disclosed to people who need to know.
- Staff/volunteers who receive information about children and their families should share that information only within the appropriate professional contexts on a 'need to know' basis. Gossip and chat are strictly forbidden.

Record keeping

A centralised record of checks is kept. This is called the Single Central Record.

A record of all looked after children, children involved within the CAF framework and children in respect of who there may be safeguarding concerns will be kept securely and updated as appropriate. These will be marked Strictly Confidential.

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury using the body map diagram
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the Designated Safeguarding Lead promptly. NO copies should be retained by the member of staff/volunteer. The school's 'Logging a Concern' pro forma should be used
- All records are kept in a locked, secure place.

School Staff, Supply Staff and Volunteers

The school will require all adults employed on the premises to have the appropriate clearance to work with children and will ensure that enhanced checks are/have been obtained from the Disclosure and Barring Service (DBS). Where someone is to be employed within a regulated activity (as defined within Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.) the enhanced DBS check will include a

barred list check. Any person to be employed within a teaching position will have been checked to ensure they are not subject to a prohibition order.

All volunteers involved in a regulated activity within school or off school premises will also have been cleared to work with children following an enhanced DBS and barred list check. For agency and third party supply staff, the schools and colleges must obtain written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

If a volunteer's activity does not include providing personal care and is supervised by an employee of the school in a regulated activity so that the volunteer's activity is not regulated, then such supervision by the employee will be regular and reasonable in the circumstances so as to ensure the children's safety. Depending on the nature of the volunteer's work an enhanced DBS check may be obtained if the school deems it appropriate, bearing in mind what other information is available to the school about the volunteer, including formal and informal information offered by other staff, parents and volunteers, and what references may be available regarding other similar work by the volunteer.

Governors will also be subject to a DBS check. This information is recorded on the single central record.

Regular updated checks will be required by the Governing Body. If concerns arise over a member of staff, then all relevant checks will be carried out as if the member of staff was a new appointment.

A centralised record of checks will be kept that will cover the following where appropriate:

- an identity check; (Copy of proof of identity retained for staff)
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; (and documentary evidence retained)
- a check to establish the person's right to work in the United Kingdom
- A record of staff to notify us if they are living with someone who is on the list of identified offences has been disqualified from working with children

Allegations against school staff/volunteers - Whistleblowing

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and **immediately** inform the Headteacher.

1. All staff will be subject to a rigorous recruitment and selection procedure designed to recruit the best people for the job and deter unsuitable applicants. All staff are subject to police criminal background check prior to employment, undertaken by the Disclosure and Barring

Service.

2. Should a child accuse a member of staff of physically or sexually abusing them, the matter should be referred immediately to the Headteacher who will immediately seek advice from the Local Authority Designated Officer (LADO) 0208 359 4528.
3. The reporting member of staff should make a record of the concerns including noting anyone else who witnessed the incident/alleged incident.
4. Allegations against supply teachers we will take seriously. Where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency), the Headteacher will ensure allegations are dealt with properly.
5. Should the allegation be made against the Headteacher, the LADO and the Chair of Governors should be informed. It is important to follow the advice given by the LADO. The member of staff should inform their union.
6. The Headteacher should consider whether there is sufficient substance in the allegation to warrant an investigation. In any case, the Headteacher should seek advice from the LADO.
7. The LADO will advise the Headteacher of the procedure to follow dependent on the allegation or incident. The member of staff should be kept informed of the procedure. The member of staff should be told not to discuss the allegation or incident with any other member of staff, other than their School Union Representative, or children. They can be advised to seek advice from the Union Representative either in school or in the LA or both. Guidance can be found in the HM Government 2015 document, 'Working Together to Safeguard Children'.
8. The Headteacher will follow the LADO's advice and keep detailed notes of discussions with relevant staff.
9. Where the allegation concerns a member of staff no longer working at the school then the Headteacher will refer the matter directly to the police.
10. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. They will identify together whether it is necessary to inform the police, and what action should be taken in respect of the accused person. An individual will only be suspended if there is no reasonable alternative.

Specific Safeguarding Issues

Extremism & Radicalisation - The Prevent Duty

The Counter-Terrorism and Security Act 2015 states that schools must have '*due regard to the need to prevent people from being drawn into terrorism*'.

As part of Beit Shidler School's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

The Prevent Strategy is a government strategy designed to stop people becoming terrorists or supporting terrorism, which:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure

- they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health)

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include; physical or verbal assault, provocative behaviour, damage to property derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations.

Although incidents involving radicalisation have not occurred at Beit Shvidler School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE provision is embedded across the curriculum. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

As a school we have 4 duties:

Risk Assessment: This means demonstrating a general understanding of the risks to children in the area and also a specific understanding of how to identify specific children who may be at risk of radicalisation and how to support them. School staff undertake training so that they understand when it is appropriate to make a referral to the **Channel** programme. Risk assessment is about knowing the school community.

Working in partnership: The prevent Duty builds on existing partnerships with the Local safeguarding Boards. Prevent lead Officers can support and advise schools on implementing the duty. Effective relationships with children and families is also key. School nurses, GPs, the MASH team and the police are all effective links.

Staff Training: It is expected that schools have at least one member of staff who has received Prevent awareness training and who can then support the staff team. All staff have undertaken Prevent training.

Online Safety: All schools have a duty to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. At Beit Shvidler we have suitable filters in place. More generally we have an important role to play in equipping children to stay safe online. Internet safety is integral to our Computing curriculum. Our staff are aware of the risks posed by online activity of extremists and have a duty to take action if they believe the well-being of any pupil is being compromised.

We realise that we are in an important position to identify the early signs, looking to safeguard and protect children who are susceptible and vulnerable. We also try to build pupils' resilience to radicalisation by providing a safe environment for discussing controversial issues.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. We have developed a Values-based education to underpin our curriculum, so that Beit Shvidler pupils are able to develop life skills to enable them to engage positively with each other and their local and global community.

Female Genital Mutilation (FGM)

If a member of staff suspects that a child has been withdrawn from school to undergo FGM, or becomes aware that this practice has taken place, they must report it to the Headteacher. The Serious Crime Act 2015 states that teachers have a mandatory duty to report to the police cases where they discover that an act of FGM appears to have been carried out.

Domestic abuse

The definition of Domestic violence and abuse according to The Home Office is 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'.

The abuse can encompass but is not limited to: (a) Psychological (b) Physical (c) Sexual (d) Financial (e) Emotional All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological

impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said, domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

Allegations of abuse made against other children (Peer-on-peer)

Staff should recognise that children are capable of abusing their peers. At Beit Shvidler we aim to minimise peer on peer abuse through our behaviour policy – both rewarding positive behaviour and sanctions for negative behaviour. We analyse our behaviour incidents so we can keep a track on behaviour where one child may be hurting another child (physically or emotionally) more than once. Our behaviour policy has clear sanctions and there are clear procedures to follow within our anti bullying policy.

There are different forms of abuse – name calling, emotional, physical etc. these are set out in our anti bullying policy. Abuse should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer-on-peer abuse will be supported.

Sexting

‘Sexting’ is one way. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

The Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any ‘sexting’ incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. Sexting disclosures should follow the normal safeguarding practices and protocols. Pupils may need pastoral support during the disclosure and after the event. They will need immediate referral to police or social services; parents should be informed as soon as possible. If a device with ‘sexting’ images is in school, then it should be confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Child Missing from Education

Following the DfE’s consultation *Identifying children who are missing education*, new registration regulations come into force and are followed at Beit Shvidler.

The new regulations require all schools, in addition to existing duties, to:

- I. Include in the admissions register any new address where the pupil will be living and any

new school he/she will be attending, when a parent provides such information.

2. Notify the Local Authority each time a pupil is added to the register, giving all the information in the register relating to the pupil.
3. Make enquiries jointly with the Local Authority where a pupil is missing from school without explanation. This relates to children who fail to return within ten days of leave of absence or fail to attend for four weeks. At Beit Shvidler we fill in the Children Missing School form, and send to the Education Welfare Officer.
4. Notify the Local Authority each time a pupil is removed from the register other than at the end of its final year (Y2, Y6, Y11, as appropriate). Notifications must include any new address and new school. At Beit Shvidler we fill in the Off-roll Notification Form for all removals from roll.

Further information can be found in 'Child missing in Education: statutory guidance for local authorities – September 2016.'

Child Criminal Exploitation and Child Sexual Exploitation

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence. Victims can be exploited even when activity appears to be consensual. It can happen online as well as in person.

Any child or young person can be a victim of sexual exploitation, but children are believed to be at greater risk of being sexually exploited if they:

- are homeless
- have feelings of low self-esteem
- have had a recent bereavement or loss
- are in care
- are a young carer

The signs of child sexual exploitation may be hard to spot, particularly if a child is being threatened. To make sure that children are protected, it's worth being aware of the signs that might suggest a child is being sexually exploited:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection

- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Additional reporting duties:

- if a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation;
- where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism should be considered.

Honour Based Abuse

Honour Based Abuse (HBA) which was previously known as Honour Based Violence is a term used to describe non-violent and violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBA are women or girls, although men may also be at risk.

Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality.

However, some families may resolve to abuse or kill a member on what would appear to be very trivial grounds. It is important to take fears of HBA seriously, even when it seems unlikely.

Victims of HBA are more likely to underestimate the risks to their safety than overstate them and even the ‘offence’ seems trivial to you, this does not mean it is trivial to his or her family.

Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without their permission or knowledge, with the intention of viewing parts of their body or clothing, not otherwise visible, to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

It is now a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but

failing to do so because of lack of storage space or battery. The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures. All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sexting.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent, legal guardian or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Privately fostered children could include:

- adolescents that have to live away from their family as a result of separation, divorce or disputes at home
- children who are living with somebody else because their parents are studying or working during unsociable hours
- children sent to this country for education or health care opportunities by birth parents living overseas
- cultural exchange students
- refugee children or teenagers living with the family of a girlfriend or boyfriend
- any child whose parents have made a private arrangement for them to be looked after by someone else

There is a mandatory duty to inform the local authority of children in such an arrangement so that the LA can make sure that all privately fostered children are well cared for and safe by:

- making compulsory police checks on the private foster carers and anyone aged over 16 living in that household
- ensuring that the private foster carer receives the relevant support and advice required for looking after someone else's child
- ensuring the child's educational, emotional, cultural and physical needs are met
- helping parents and private foster carers to work together for the benefit of the child
- taking action if the care provided is not satisfactory

Disqualification by Association

The Department for Education's (DfE) supplementary advice to 'Keeping Children Safe in Education' explains that under the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009, certain staff members are disqualified from:

- Providing early years childcare or later years childcare to children under 8
- Being directly concerned in the management of that childcare

Individuals who would be disqualified in this way are those convicted of, or cautioned for, a criminal offence of a specified type or category. The disqualification criteria: includes living in a household where another person who is disqualified lives or works (this is disqualification 'by association').

The requirement of staff is to self-declare and provide the relevant information about a person who lives or works in the same household as them, guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children i.e. 'by association'.

Who is disqualified?

A person is disqualified if **any** of the following apply:

- they have been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children;
- they are the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children'
- that have had registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering;
- they live in the same household where another person who is disqualified lives or works (disqualification 'by association').

Full details of what constitutes "disqualification" are in the Schedules to the Regulations <http://www.legislation.gov.uk/uksi/2009/1547/contents/made>.

At Beit Shvidler School staff have been informed of this requirement. It is the responsibility of staff who are affected to speak in confidence to the Headteacher, who will follow the procedure for reporting this information. When it is identified that an individual is disqualified or the 'by association' criteria is met, where possible, employees who work in the specified early or later years provision should be asked to provide the following information to their employer about themselves or any person who lives in the same household as them:

- details of any order, determination, conviction, or other ground for disqualification from registration under the Childcare (Disqualification) Regulations 2009;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).

Any relevant information passed to the school must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries

Individuals who are disqualified are not permitted to continue to work in early or later years provision or be directly concerned in the management of that provision. Where a school becomes aware that a member of staff is disqualified they should explain the implications to the individual and advise them that they can usually apply to Ofsted for a waiver of disqualification.

Safeguarding also includes:

- *Health and safety*
- *Bullying, racist abuse, harassment and discrimination*
- *The design of the curriculum*
- *Use of Physical Intervention*
- *Meeting the needs of pupils with medical conditions*
- *Providing first aid*
- *Photography and videoing*
- *Drug and substance misuse*
- *Intimate/Personal care*
- *Online safety – see separate policy*
- *School security*

First Aid

There are always members of staff on duty who oversee first aid. We ensure that we meet the statutory requirements for the Early Years Foundation Stage and staff hold current paediatric first aid qualifications. We have a well-resourced medical area. When a child is poorly, or has

suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted and first aid is administered
- The incident is logged on Medical Tracker.
- Incident/Illness – parents are contacted by phone.
- If a head injury is sustained, the child wears a sticker on their uniform to inform staff. In the case of serious head injuries or other serious injuries parents are contacted immediately by telephone and an ambulance called if required.
- If there is any doubt at all a parent is always contacted.

At Beit Shvidler School, it is the policy for a recognised named first aider/member of staff to administer medicines which are brought into school. **Elana Nissim** oversees the administration of medicines.

Medication should only be in school when absolutely essential. We administer medicine in line with that policy. Parents are, however, welcome to come into school at lunchtime if they wish to administer medicine themselves outside of these arrangements. Parents must complete a request for administration of medicines (available from the office).

Visitors and Volunteers

Visitors and volunteers who help in school on a regular basis must also have an Enhanced DBS clearance and the same checks for disqualification apply. At Beit Shvidler even occasional or one off visits warrant a check. The school office will provide all the paperwork necessary for the check. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

We have a two security guards and a CCTV camera at our school gates and visitors need to buzz in. All visitors will be escorted to the main office, and will sign in at the office and will wear a visitor's badge. Regular visitors to the school must have an enhanced DBS check. Unless school has evidence that visitors have an enhanced clearance they will not have unsupervised access to children.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Growing up, online safety and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there have to be appropriate staffing levels and when the curriculum is taking place out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and will complete a risk assessment form which will be authorised by the Head or Deputy Headteacher before the trip can take place.

Visiting speakers, with correct clearance are always welcome into school so that specialist knowledge can be given to the children to enhance the curriculum.

Online Safety

Children should be encouraged to use the internet to support their learning, but at all times in a safe way. Parents are asked to give written consent if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. Unsuitable websites are blocked via our computing service.

Anti-Bullying Policy

At Beit Shvidler, we are committed to providing a safe and secure environment for all our pupils

to learn in. We promote an ethos of treating everyone with respect and ensure that there are strategies in place for dealing with bullying sensitively if, and when, it occurs. If bullying does occur at our school, pupils are listened to and both the victim and bully are helped and supported. At Beit Shvidler staff are sensitive to any signs of bullying and all pupils are expected to tell a member of staff if they know that bullying is happening. The school is not directly responsible for bullying incidents that occur off school premises. However, where a pupil tells of a bullying incident off the school premises to a member of staff, a range of steps are taken depending on the nature of the bullying incident.

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for victims to defend themselves.

Bullying can take a number of forms:

- **Emotional** – which can include being unfriendly, excluding, tormenting, sending malicious e-mails or text messages
- **Physical** – which can include theft, damage to property, pushing, kicking, hitting, punching or any use of violence
- **Verbal** – which can include name-calling, sarcasm, spreading rumours, teasing
- **Racist** – which can include racial taunts, graffiti, gestures
- **Homophobic** – which involves discrimination relating to sexual orientation.
- **Sexual** – which can include unwanted physical contact or sexually abusive comments All

bullying incidents are recorded on Integris behaviour log.

Photographing and Videoing

There has been a lot of controversy recently about adults photographing and filming young people. The concerns are genuine, however at Beit Shvidler, we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Images must be for private use only and must not be put on the internet (particularly if a parent posts a picture on the web that shows children other than their own).
- Parents' consent to school taking photographs by signing a permission slip upon entry to school. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.

Intimate/Personal Care

All children have the right to be safe and treated with dignity and respect. These guidelines are designed to safeguard both children from abuse, staff from false allegations and to support good practice in intimate care.

There may be occasions when staff need to support children with their intimate care, for example, if the child has a toileting accident whilst at school or on a school trip or journey. Wherever possible, two members of staff should be present. When this is not possible, the child should be changed in an accessible area and another member of staff should be informed.

Young children are vulnerable. Staff involved in their care need to be sensitive to a child's needs and to be aware that some tasks are open to misinterpretation.

1. Treat every child with respect and ensure appropriate privacy.
2. Involve the child in their own intimate care as far as possible and do not rush them. Remember assistance may be needed.
 - ask the child to remove wet/soiled clothing
 - ask the child to wash themselves if necessary
 - encourage the child to put on clean clothing

3. Be supportive to a child's reactions
4. Intimate care routines should be consistent. Staff should never carry out a task unless they are sure of the routine or procedure. Please seek advice from the Headteacher.
5. Report any concern to the designated person if:
 - during intimate care you accidentally hurt a child
 - a child is tender or sore in the genital area
 - a child misunderstands or misinterprets something
 - a child has a puzzling emotional reaction

Certain procedures such as giving rectal diazepam or suppositories are only carried out by staff who have attended formal training and have been assessed as competent. In this event a medical care plan is put in place.

See Appendix 3 for Plan to support Intimate/Personal Care Employment of staff

School Trips

Residential / Trips and School Day Trips

There are clear guidelines in the School's Educational Visits Policy and Barnet's "Outdoor Activities for Children & Young People – Guidance Notes on Specific Activities and Emergency Procedures" which must be followed.

Use of Member of Staff's Personal Transport

- The use of personal transport to transport children must not take place unless in exceptional circumstances or with the Headteacher's permission.
- Staff should never be alone in any vehicle with young people. There must always be a minimum of two members of staff.
- It is not acceptable to give young people lifts home after sessions.
- Any planned trips where personal transport is used must be agreed with the Educational Visits Coordinator/Headteacher in advance.
- Under exceptional circumstances and only as a last resort may a member of staff use personal transport in taking children to hospital. This is in response to emergency services placing a new emphasis on not calling ambulances unless it is an extreme emergency. They are stressing that 'walking wounded' that need treatment need to be brought to hospitals in other ways. Try to contact the parents/care to get them to collect their child and take them to hospital. At all times another first aid trained member of staff must be present during transport and in order to stay with the child until their parent/guardian arrives.
- Outside of work situations, it is not acceptable to give "lifts" to young people that are known to you through your work.
- The driver and the car used must be insured for business use. Appropriate child seats must be used at all times.

Home Visits

Home visits should only take place before children start school in Nursery or Reception. Before making a home visit the Headteacher must be informed as to the name of the person being visited, address and reason for the visit with agreed time for checking safe return. 2 members of staff must attend all visits. Under no circumstances should a member of staff make a visit unaccompanied.

A member of staff must not enter a child's house unless other adult family members/professionals are present.

Adult-child interactions

It is important that staff are aware, at all times, of the way in which they communicate with children. Interactions should be positive and respectful, not negative and must not be demeaning or belittling. For example, jokes should never be made at the expense of children. The intended outcome of any interaction with children is to raise their self-esteem.

Sexualisation

Sexualisation of the work place is unacceptable. Staff must be careful that what they say cannot be misconstrued. They should avoid innuendo and not tell "dirty jokes".

Counselling/one-to-one work with pupils

If a one-to-one session is being carried out, it should be in a room that can be overseen by other staff, or in a public area out of earshot. At no time should a one-to-one interview be held in a building when no other staff are present.

Confidentiality

Children should feel confident and safe discussing a wide range of issues with adults in school. It is important that staff members treat this information 'in confidence'. Staff cannot offer absolute confidentiality. Professional considerations concerning the safety of a child will override confidentiality. Staff must ensure that children are made aware of this and must always act in line with the Child Protection Policy.

Physical Contact

Physical contact between staff and young people should only take place when there is a genuine reason and in relation to a professional role.

When working with children, staff should never: -

- Engage in horseplay
- Engage in rough, physical or sexually provocative games
- Allow or engage in inappropriate language unchallenged
- Let allegations a child makes go unchallenged, unrecorded or not acted on
- Do things of a personal nature that young people can do for themselves

Responding to unacceptable behaviour from young people

At times the behaviour of children is unacceptable as this may endanger others. This needs to be challenged by all staff immediately. In most cases this will be sufficient. Staff should use senior managers as support for developing alternative responses.

Supervision of children

Children should never be on site without the presence of a member of staff.

Buying goods from children

Staff must not purchase goods from children

Substance misuse

Staff need to take a view about whether social activities in their own time could be detrimental to their professional role. These could also be interpreted by the school / Local Authority as inappropriate, or bring the school into disrepute, and are disciplinary criteria.

The Local Authority supports staff who have problems as a result of using cigarettes, alcohol and/or illegal substances through its occupational health division. Staff with problems are

referred for medical support and if this is not resolved disciplinary procedures could follow. When staff use legal or illegal substances outside of work, but it impinges on work, this becomes a disciplinary matter. For example, if the child sees the use of illegal substances and discusses it, this will undermine the credibility of the school as well as exposing the staff member to possible prosecution.

Smoking is not permitted in any council building or vehicle. Staff are not allowed to smoke in the company of young people. This also applies to residential with children.

Staff must not drink during working hours. Similarly, staff should not drink alcohol immediately before coming to work.

Illegal substances are not permitted in any council building or vehicle, or any building or vehicle being used for education activities. It is the responsibility of all staff to ensure this.

Staff must not be at work under the influence of illegal substances.

Positive Handling

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils, to prevent pupils from hurting themselves or others, damaging property, or causing disorder.

(DfE Guidance on Use of Reasonable Force, July 2013)

Staff who are supporting children with identified behavioural needs will attend 'Team-teach' training.

Appendices:

- Appendix 1 Indicators of Abuse or Neglect
- Appendix 2 What to do if you have a concern about a child
- Appendix 3 Plan of Intimate/Personal Care
- Appendix 4 Logging a Concern form
- Appendix 5 Body Map diagram
- Appendix 6 Action Flow Chart

Appendix 1 – Indicators of Abuse or 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. 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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 (see paragraph 29).

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, for example, 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.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;

- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements

Appendix 2 – What to do if you have a concern about a child

Procedure

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure

Suspicion of abuse (if abuse is suspected but there has been no disclosure.)

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about...” “Explain what happened....” “Describe what has happened....”
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts of the conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
4. Report the suspicion to the Designated Safeguarding Lead responsible for Child Protection or the Headteacher. The Designated Safeguarding Lead or the Headteacher will take the appropriate action.

Disclosure

If a child discloses that s/he has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said but do not apportion blame
- Allow the child to talk freely. Ask only open questions e.g. “Tell me more about...” Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Stay calm and reassuring
- Do not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help – (it might be necessary to refer to the case to Children’s Services)
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Make a written record (using the ‘Logging a Concern’ form) as soon as possible
- Record the date, time, place and any noticeable non-verbal behaviour and words used by the child using statements and observations not interpretations or assumptions
- Use the body map form to indicate the position of any marks, bruises etc
- Establish details of full name, date of birth, address and names of parents/guardians (if appropriate)
- Pass information to the Designated Safeguarding Lead or the Headteacher without delay. DO NOT keep copies

Emergency Procedures

If the Designated Safeguarding Lead or Headteacher are not available, establish the facts and details as above and contact social services.

- Phone Barnet Council MASH (Multi-Agency Safeguarding Hub) 0208 359 4066
- Give details of the disclosure/concern
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child
- Establish who will be responsible for informing the parents (if appropriate)
- Social services will contact the police as necessary
- If action is taken, follow up the phone call with a referral form

Beit Shvidler Primary School

Plan of Intimate/Personal Care

Child's Name:			
Date of Birth:		Male/Female	
Address:			
Telephone Home:		Work:	
Mobile Parent & Carer		Mobile Parent & Carer	
School: Beit Shvidler Primary School			
Staff Involved:			
Medical Condition:			
AREA REQUIRING SUPPORT	AIM	ACTION	REVIEW

Plan of Intimate/Personal Care - Staff Protection Procedures

Staff should feel confident and supported in providing personal care for any child. The following recommendations should be adhered to:

1. Confirmation of consent from parents & carers is provided by this signed plan of care.
2. Only staff named in this plan of care should attend to the child's needs. Two members of staff are needed at changing time.
3. The named staff should ensure that they inform another staff member when they are escorting the child to the toilet. This can be done using a code word.
4. The hygiene procedures should take between 5-15 minutes depending on severity. After 15 minutes another staff member should knock on the toilet door or call. Prolonged episodes in the toilet should be recorded in a home school communication book with all necessary information given to the parents & carers
5. All waste should be disposed of in the appropriate bins.

SIGNED

PARENT / CARER:.....

PARENT/CARER:.....

HEADTEACHER:.....

SENCo :

SUPPORT ASSISTANTS:.....

SUPPORT ASSISTANTS:.....

DATE OF AGREEMENT:.....

Appendix 4– Logging a Concern

LOGGING A CONCERN

Date:	Time:
Name of child:	Class:
<p>FACTS <i>Please indicate where you have interpreted what you have been told. Use direct quotes, if relevant.</i> Who is/has been involved?</p> <p>What happened?</p> <p>Where did it take place?</p> <p>How often / how long ago / how many times?</p>	
<p>OPINION <i>Please offer your opinion about what you have heard / seen / been told / previous concerns.</i></p>	
<p>Any action taken by you:</p>	
<p>Name of person you are passing this information on to:</p>	

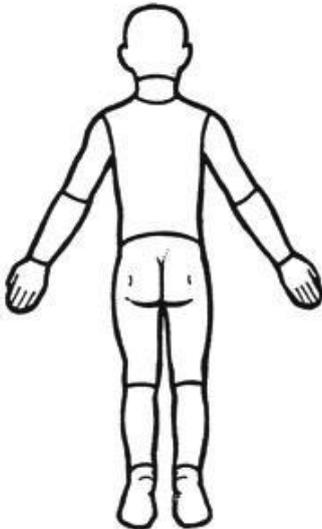
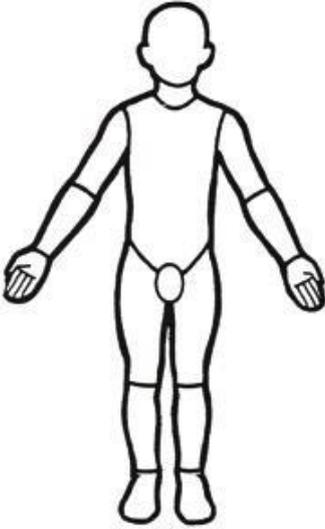
Your name:

Your job title:

Your signature:

Appendix 6 – Body Map Diagram

Please indicate below where the injuries were:



Appendix 7 Action Flow Chart

Actions where there are concerns about a child

