



Safeguarding and Child Protection Policy

Sinai Jewish Primary School

Reviewed on: September 2017

Date of Next Review: September 2018

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2017.

It is due for review in September 2018.

Signature

Headteacher

Date September 2017

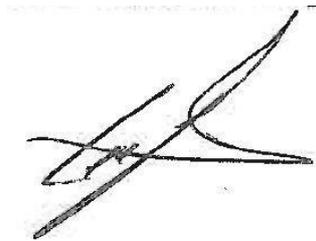


J Lipshaw

Signature

Chair of Governors

Date September 2017



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INTRODUCTION

Sinai Jewish Primary School fully recognises its responsibilities for safeguarding and child protection. It is understood that safeguarding is broader than child protection, and includes protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy and e-Safety Policy.

Our policy applies to all staff (including volunteers) and governors working in the school. There are five main elements to our policy:

- Practising safer recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Strive to establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Let children know that there are adults in the school who 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.
- Ensure a child-centred approach, where staff consider at all times what is in the best interests of the child.

STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Working Together to Safeguard Children (March 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Keeping Children Safe in Education (September 2016)

'Keeping Children Safe in Education' can be found [here](#).

Part 1 (which all staff **must** familiarise themselves with) can be found [here](#).

School leaders and staff that work directly with children should also read Annex A of Keeping Children Safe in Education, the Staff Code of Conduct, and this safeguarding policy.

We will follow the procedures set out by the Brent Local Safeguarding Children Board (LSCB) and will have regard to statutory guidance issued by the Department for Education to achieve the following objectives:

- Ensuring we have a designated safeguarding lead (DSL), and Deputy DSL, who have received appropriate training and support for this role. This person will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services.
- Ensuring governors understand their role in appropriately monitoring safeguarding.
- Ensuring every member of staff, volunteer and governor knows the name of the DSL and Deputy DSL and their role.
- Giving appropriate information so that all staff and volunteers understand their responsibilities in relation to safeguarding.
- Giving appropriate information so that parents understand the school's roles and responsibilities relating to safeguarding.
- Allocating resources to enable the school to discharge its safeguarding responsibilities properly.
- Ensuring that all staff and volunteers are able to raise any concerns about poor or unsafe practice.
- Developing effective links with relevant agencies and co-operate as appropriate with their enquiries regarding child protection matters including attendance at case conferences.
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately.

- Keeping all records securely, separate from the main pupil file, and in locked locations.
- Developing and then following procedures where an allegation is made against a member of staff or volunteer.
- Always following safer recruitment practices.

KEY PERSONNEL AND CONTACT DETAILS

Role	Name	Contact details
Designated safeguarding lead	Rabbi Nicolas Goldmeier	020 8204 1550/07828 195 256
Deputy Designated safeguarding lead	Mrs Juliette Lipshaw	020 8204 1550
Nominated governor for safeguarding and child	Mrs Rosalind Goulden	020 8204 1550
Chair of governors	Mr Lee Glassar	0208 204 1550
Vice-chair of governors	Mr Herman Martyn	0208 204 1550
Designated Officer	Nicola Fraser, Yvonne Prince, Arqualma Murry	020 8937 4791 07867 184 033
Brent LSCB – for reporting concerns	Brent Social Care	020 8937 4300
	Support officers	Brent.lscb@brent.gov.uk
	Emergency Duty Service – after hours, weekends and public holidays	020 8863 5250
Brent Health Safeguarding Children Team		020 8900 5379
Brent & Harrow Child Abuse Investigation Team (CAIT)		020 8733 3530
Department for Education helpline for extremism / radicalisation concerns		020 7340 7264 counter.extremism@education.gsi.gov.uk
NSPCC Whistleblowing helpline		0800 028 0285

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The school has appointed a DSL, and deputy DSL(s) to contact in his/her absence. The DSL is a member of the school's senior leadership team with the necessary status and authority to take responsibility for child protection matters.

The DSL will take lead responsibility for safeguarding and child protection. This responsibility cannot be delegated. This will be explicit in the role holder's job description.

The DSL will ensure that there is always cover for their role, including for any out of hours, out of term activities, and that arrangements for cover are communicated clearly to staff.

If there is a risk of immediate harm, a referral should be made immediately. If a child's situation does not appear to be improving, the DSL should press for the case to be escalated following LSCB procedures.

For looked after children, the DSL will have the details of the child's social worker and name of the virtual school head in the authority that looks after the child.

For further information about the role of the DSL, please see annex B of [Keeping Children Safe in Education](#).

STAFF TRAINING

The school will ensure that all school staff, temporary staff and non-school staff receive adequate training in child protection at least annually and are aware of systems within the school which support safeguarding. The school's induction programme for new staff includes child protection training. All staff are required to familiarise themselves with Part 1 of the Keeping Children Safe in Education Guidance.

The DSL and deputy DSL will undergo child protection training every two years with an update at least annually. The DSL will receive additional updates to their formal training at regular intervals to keep up to date with any developments relevant to their role.

The headteacher and all staff members will undergo child protection training which is updated regularly, in line with advice from the LSCB. The wealth of knowledge developed by staff in dealing with safeguarding issues is recognised, and staff will have the opportunity to contribute to shaping the school's safeguarding arrangements.

The headteacher is responsible for ensuring that safeguarding training is kept up to date.

IDENTIFYING ABUSE

Staff should maintain an approach of 'it could happen here' and always focus on what is in the best interests of the child. All school staff should be prepared to identify children who may benefit from **early help**. This means providing support as soon as a problem emerges at any point in a child's life. Staff should discuss early help requirements with the DSL in the first instance. If early help is required, staff should liaise with external agencies and consider setting up an inter-agency assessment.

All school staff should be aware of the signs of abuse and neglect. The descriptions below are taken from the DfE guidance 'Keeping children safe in education'. Additional guidance can be found in 'What to do if you're worried a child is being abused'. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Staff should also be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Abuse

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

Physical abuse

Physical abuse 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. Signs may include:

- Unexplained injuries or burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone. Indicators include:

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

Sexual abuse

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. Indicators include:

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm

- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- 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. Indicators include:

- Constant hunger, tiredness, and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

Bullying

While bullying between children is not a discrete category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the Designated Safeguarding Lead will consider implementing child protection procedures.

DfE advice on Cyberbullying can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

If a teacher discovers that an act of FGM appears to have been carried out on a girl under 18, they must report this to the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's DSL, and involve children's social care as appropriate.

The government guidance on FGM and the reporting is set out here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

So called 'honour-based' violence (HBV)

HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Radicalisation and Extremism

We recognise that we must have regard to the Prevent Duty "to prevent people from being drawn into terrorism". Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

If a member of staff has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing the matter with the school's DSL, and where deemed necessary, with children's social care.

Staff should familiarise themselves with the Department for Education's guidance on the Prevent Duty which is found here:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Peer on peer abuse

The School recognises that children are capable of abusing their peers. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber-bullying), gender based

violence/sexual assaults and sexting. Such cases of abuse will not be tolerated or passed off as “banter” or “part of growing up”.

The risk of peer on peer abuse will be reduced by providing children with PHSE lessons, whereby children will be taught to be aware of and how to respond to incidents of bullying and other such behaviours. The children will be taught about diversity and inclusion through the Jewish Studies Curriculum and the British Values Programme. A clear behaviour policy will also be highlighted to parents and children, at assemblies and other key points in the term.

Where peer on peer abuse does occur, staff should treat it as a safeguarding concern. Staff must inform the DSL as a matter of urgency and fill in a concern form (attached to this policy). The DSL will seek advice from the designated officer and consider whether it is necessary to contact the police and/or make a referral to Children’s Social Care. The school will only undertake its own investigation on the advice of the designated officer and/or the police. Appropriate sanctions (as set out in the School’s Behaviour Policy) may be applied and appropriate support put in place.

Children who have been the victims of peer on peer abuse will be supported by the senior leadership within the school. Senior leaders will work with the child’s parents and the child in delivering the most beneficial methods of support, which may include regular meetings with Senior leader in school, mediation and other restorative approaches. The school will also work with families in seeking support from outside agencies such as CAMHS.

Sexting

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences can be serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. The school takes incidences of sexting extremely seriously, and deals with them in accordance with its safeguarding procedures.

The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and college which can be found [here](#).

SPECIFIC CATEGORIES OF CHILDREN

Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may

have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Children that go missing from education will be referred to the Local Authority by the DSL. It is important that this procedure is followed in all circumstances so as to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. If a member of staff is in any doubt at all he/she should contact the DSL.

Further information can be found in [‘Children missing from education: statutory guidance for local authorities’ \(September 2016\)](#).

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further explanation;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Looked After Children

The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority. This includes ensuring that a designated member of staff has responsibility for their welfare and progress, has up to date assessment information from the local authority, the most recent care plan and contact arrangements

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 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). Where the school becomes aware of a private fostering arrangement it must inform the Local Authority

TAKING ACTION

Safeguarding is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred, that is that they consider at all times what is in the best interests of the child.

If staff members have concerns about a child they must raise these with the school's DSL on the same day as a matter of urgency and provide him/her with a referral form. ***The appropriate forms are attached to this policy.*** All verbal conversations will be promptly recorded in writing.

The DSL (or Deputy DSL in their absence) will usually decide whether to make a referral to children's social care. However, anyone can make a referral, and **if a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately.** Where a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

LISTENING TO CHILDREN

When a child approaches a member of staff or other adult about a child protection issue that adult must follow these rules:

- Do not promise complete confidentiality. Explain you might have to tell other people to help keep the child or other children safe.
- Listen positively and reassure the child that speaking to you is the right thing to do.
- Do not jump to conclusions, put words in the child's mouth, or ask questions that point towards a particular answer.
- Write a record of the conversation as soon as possible, also noting any action taken.
- Do not try to investigate or take any action beyond the agreed procedures.
- Always act in the best interests of the child.

The adult should explain that they need to share the information with the DSL and reassure the child that the information will only be disclosed to other people who need to know.

ALLEGATIONS AGAINST STAFF

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child;
- Possibly committed a criminal offence against/related to a child; or

- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

The procedures for dealing with allegations will be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed.

The case manager for dealing with allegations of abuse made against school staff members is the headteacher. The case manager for dealing with allegations against the headteacher is the chair of governors. The procedure for managing allegations against a member of staff is dealt with in accordance with Part 4 of Keeping Children Safe in Education.

The case manager will immediately discuss any allegation with the designated officer and agree a course of action. There may be situations when the case manager will want to involve the police immediately, for example where there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the designated officer at Brent in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it will be recorded by both the case manager and the designated officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the designated officer what action should follow both in respect of the individual and those who made the initial allegation.

The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer and provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. All options to avoid suspension will be considered prior to taking that step.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer should discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the case manager will discuss with the designated officer how and by whom the investigation will be undertaken

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are available, and the NPSCC whistleblowing helpline is available on 0800 028 0285 or by email to help@nspcc.org.uk.

RECORDING

When you receive any report of a child protection related matter, make a written record of what happened and what action was taken. Notes should include the date, time, place and context of any disclosure or concern, set out where possible the exact words used, and the note signed and dated. Such notes should distinguish between fact and opinion, record any injuries or bruises, and include reference to any 'non-verbal' behaviour.

Put this on a file, separate from the child's main school file with a note on that file to indicate the existence of a separate child protection file for that pupil.

Any minutes from a child protection conference should also be put in that separate file.

INFORMATION SHARING

As part of meeting children's needs, governors and leaders recognise the importance of information sharing between professionals and local agencies. Further information can be found in Chapter one of *Working Together to Safeguard Children*, and in [Information Sharing: Advice for practitioners](#). Concerns about sharing information cannot stand in the way of the need to promote the welfare and protect safety of children.

Online safety

Children will receive education in relation to online safety as part of the curriculum. The school will also ensure that appropriate filters and monitoring systems are in place for online safety. Further information can be found at Annex C of Keeping Children Safe in Education and Sinai's online safety policy.

Ongoing Pupil Support

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 the pupil through:

- The content of the 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. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Where a pupil on the child protection register leaves, transferring their information to the new school immediately and informing the child's social worker.