

HASMONEAN HIGH SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

Chair of Governors:

Mr Marc Meyer (contactable via l.oskis@hasmonean.co.uk)

Safeguarding Governor:

Mrs Maxine Zeltser Meyer (contactable via l.oskis@hasmonean.co.uk)

Designated Safeguarding Leads:

Mrs Laura Waugh (Girls)
l.waugh@hasmonean.co.uk

Rabbi Howard Cohen (Boys)
h.cohen@hasmonean.co.uk

Deputy Designated Safeguarding Leads:

Mrs Miriam Langdon (Girls)
m.langdon@hasmonean.co.uk

Mrs Debbie Lebrecht (Boys)
d.lebrecht@hasmonean.co.uk

Out of Hours:

MASH Contact details 020 8359 4066

The MASH operates Monday–Thursday 9am to 5.15pm and 9am to 5pm on Fridays. Outside of these hours care and welfare concerns about children and young people that require an immediate response should be reported to the Emergency Duty Team on **020 8359 2000**. Where an emergency response is required, at any time, the police should be called.

1. INTRODUCTION

Hasmonean is a community and all those directly connected (staff, governors, parents, families and Students) have an essential role to play in making it safe and secure.

Hasmonean recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.

Hasmonean recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

1. **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
2. **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
3. **Support** (for all Students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
4. **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff and governors and are consistent with those of Local (London) Safeguarding Children Board (LSCB).

2. CONTEXT

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- DfE guidance Keeping Children Safe in Education 2018 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- London Child Protection Procedures and Practice Guidance (<http://www.londoncp.co.uk>)

The Education (Independent School Standards) Regulations 2014 require academy trusts to make arrangements to safeguard and promote the welfare of pupils at the academy. Such arrangements will have regard to any guidance issued by the Secretary of State.

3. DEFINITION OF SAFEGUARDING

Safeguarding is defined in KCSIE as: 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.

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual Student situations or identifying features of families as part of their oversight responsibility.

The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):

- bullying (including cyberbullying);
- child on child sexual violence and sexual harassment;
- children missing education;
- child missing from home or care;
- child Sexual Exploitation (CSE);
- domestic violence;
- drugs and alcohol;
- fabricated or induced illness;
- gangs and youth violence;
- hate;
- so-called honour based violence, including Female Genital Mutilation (FGM);
- mental health;
- online safety;
- Prevent (Radicalisation and extremism);
- private fostering;
- relationship abuse and gender-based violence;
- youth Produced Sexual Imagery or "Sexting"; and
- trafficking.

(Also see Annexes A and B within 'KCSIE' 2018 and Appendix 3) of this policy.

Every member of staff at Hasmonean recognises that children experiencing any other vulnerability or concern, or at risk in any way other than those specific safeguarding issues identified above, will be approached and responded to in the same way.

4. RELATED SAFEGUARDING POLICIES

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below, (for further details please see the school website where copies of most of the policies are available for download. Please contact the school office for any that are not available.):

- Anti-Bullying;
- Health and Safety Policy;
- Behaviour Policy;
- Special Educational Needs and Disability (SEND) Policy;
- Equality Policy;
- Educational Visits Policy;
- Recruitment Policy;
- Use of Physical Intervention Guidance;
- First Aid Policy;
- Data Protection Policy;
- Online Safety and Social Media;
- Code of Conduct for Staff; and
- Whistle-Blowing.

Supporting Guidance (to be read and followed alongside this document)

- Teachers Standards 2011 (<https://www.gov.uk/government/publications/teachers-standards>)
- "Safeguarding Disabled Children: Practice Guidance" - Department for Children Schools and Families, 2009 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf)
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015 (<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>)
- "What to do if you are worried a child is being abused" – DfE, March 2015 (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>)
- Keeping children and young people in Barnet safe and supported
- (<https://www.barnet.gov.uk/wvc-home/practitioner-guidance/multi-agency-safeguarding-hub-mash.html>) - press on link embedded in 'For more information about the MASH team, please see the information booklet'

These documents can be found in the Staff room, Quality T drive on the school network.

5. KEY RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

The governing body has read and will follow KCSIE 2018. Further information regarding the key strategic responsibilities of the Governing Body and Executive Headteacher and Headteachers are identified in Appendix 1 of this policy.

The school's nominated governor for safeguarding is Mrs Maxine Zeltser. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.

The Governing Body, Executive Headteacher, Headteachers and Leadership Team will ensure that the DSLs are properly supported in this role at a time and resource level.

5.1 Designated Safeguarding Leads (DSLs)

The school has appointed members of the leadership team (Rabbi Howard Cohen, Assistant Headteacher - Boys', h.cohen@hasmonean.co.uk and Mrs Laura Waugh, Assistant Headteacher - Girls' l.waugh@hasmonean.co.uk) as the Designated Safeguarding Leads (DSLs). The DSLs have the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the London Safeguarding Children Board. The DSLs' training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (*e-Bulletins, conferences, local meetings, other training etc.*) at regular intervals, at least annually, to keep up with any developments relevant to their role.

The school has appointed additional staff to deputise for the DSLs (Mrs Debbie Lebrecht-Headteacher Boys, d.lebrecht@hasmonean.co.uk and Mrs Miriam Langdon, Assistant Headteacher m.langdon@hasmonean.co.uk). Deputy DSLs have been trained to the same standards as DSLs. Such training will also be updated formally every two years and their knowledge and skills will be updated through a variety of methods (*e-Bulletins, conferences, local meetings, other training etc.*) at regular intervals, at least annually, to keep up with any developments relevant to their role. Whilst the activities of the DSLs may be delegated to the deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSLs and this responsibility will not be delegated

It is the role of the DSLs to:

- act as the central contact point of support, advice and expertise for all staff to discuss any safeguarding concerns, including those relating to child-on-child abuse or harassment;
- draw up risk and need assessments and coordinate safeguarding action for individual children and commission professional risk assessments by social workers and/or sexual violence specialists as required;
- maintain a confidential recording system for safeguarding and child protection concerns;
- liaise with other agencies and professionals and set up inter-agency assessments in line with WTSC;
- ensure that local criteria and procedures and local authority children's social care arrangements are followed;

- understand the assessment process for providing early help and statutory intervention;
- make referrals to other agencies, including the local safeguarding partners for Barnet¹, and/or for other services including specialist children's services (SCS) as necessary;
- represent, or ensure the school is appropriately represented, at inter-agency safeguarding meetings (including Child Protection conferences);
- manage and monitor the school's part in early help / Child in Need / Child Protection plans;
- understand the unique risks associated with online safety, particularly those additional risks faced by children with SEND, and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns;
- ensure that all staff take a contextual safeguarding approach to safeguarding and child protection concerns; and
- ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018).

Further details about the role of the DSLs can be found in KCSIE 2018, in particular Annex B.

5.2 Members of staff

All members of staff have a responsibility to:

- provide a safe environment in which children can learn;
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience;
- provide help to children, where appropriate and reasonable;
- identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm, including (but not limited to) looked after and previously looked after children, children with SEND and young carers;
- take a contextual approach to safeguarding;
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed;
- recognise the need for information sharing, and that the duty of confidentiality can be overridden when it would be overwhelmingly in the best interests of the subject for such information to be disclosed without consent;
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child;
- respond to and refer any concerns about children or other members of the community in accordance with this policy; and
- read, contribute towards and adhere to the school policies.

All members of staff in Hasmonean know what to do if a child tells them he/she is being abused or neglected or subject to sexual harassment. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with the DSLs, relevant professionals and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best

¹ These include the local authority, clinical commissioning group/s and the police.

interests of the child. See Appendix 4 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a Student's welfare MUST always be reported to the DSLs.

5.3 Children and young people

Children and young people (students) have a responsibility to:

- contribute to the development of school safeguarding policies;
- be informed about who to speak to and what to do if they have a safeguarding concern;
- seek help from a trusted adult if things go wrong, and support others who they may be concerned might be experiencing safeguarding issues; and
- develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online.

5.4 Parents and Carers

Parents/carers have a responsibility to:

- read the relevant school/policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate;
- discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home;
- identify changes in behaviour which could indicate that their child is at risk of harm online;
- seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern; and
- contribute to the development of the school's safeguarding policies.

A statement in the school welcome booklet and on our website will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.

Students and parents can obtain a copy of the school Child Protection and Safeguarding Policy and other related policies on request and can view them via the school website <http://www.hasmonean.co.uk/information/policies/>

6. LOCAL SUPPORT

All members of staff in Hasmonean are made aware of local support available.

Barnet Safeguarding Lead

Jane Morris
020 8359 7743

MASH team

020 8359 4066 / 4097

Contact details for the DO (LADO)

Shrimatie Bissessar

020 8359 4528

Youth & Family Service

Sally Bye

020 8359 2675

Contact details for Barnet Virtual Headteacher

Jane Munroe

020 8359 3508

CSE Lead

Christopher Kelly

020 8359 7207

Police

101 (or 999 if there is an immediate risk of harm)

Local Safeguarding Children Board (LSCB)

020 8359 4540

7. RECOGNITION AND CATEGORIES OF ABUSE

All staff in school should be aware of the indicators of abuse. There are five categories of abuse:

- Abuse
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'KCSIE' 2018 (see Appendix 5) and 'What to do if you are worried a child is being abused' 2015.

Members of staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. They are to take a contextual approach to safeguarding and recognise that children may be vulnerable to abuse or exploitation from outside their families. Staff should therefore identify and recognise children in relation to whom wider environmental factors may be a threat to their safety and welfare. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of so-called 'honour-based' violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child.

Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child and/or parent-parent interactions which are concerning and/or other parental behaviours. This could include parents who are under the influence of drugs or alcohol, or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

8. STAFF INDUCTION, AWARENESS AND TRAINING

All members of staff have been provided with a copy of part one of the KCSIE 2018 which covers safeguarding information. The Governing Body and school leaders will read and follow the entire document. All members of staff will read Part One and the school will ensure that appropriate mechanisms are in place for them to understand and discharge their responsibilities contained therein, and all staff will subsequently sign a document to confirm that they have read and understood this document (*this information is retained on Bromcom alongside information regarding Staff Safeguarding Training and is available through a Bromcom report*).

The Headteachers will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines.

All staff members receive appropriate safeguarding and child protection training which enables them to:

- **Recognise** potential safeguarding and child protection concerns involving students and adults (colleagues, other professionals and parents/carers);
- **Respond** appropriately to safeguarding issues and take action in line with this policy;
- **Record** concerns in line with the school policies; and
- **Refer** concerns to the DSLs and be able to seek support external to the school if required.

All staff receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying, sexting, sexual abuse and sexual harassment can put children in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms. All staff are to receive additional training to take account of all additional responsibilities and safeguarding areas that have been incorporated to KCSIE 2018.

All staff members receive regular safeguarding and child protection updates including inset training, staff meetings and briefings and e-bulletins as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff will be made aware of the school's expectations regarding safe and professional practice via the Staff Behaviour Policy which is provided and discussed as part of the induction process.

The DSLs and Headteachers will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the school has a nominated lead for the governing body (Maxine Zeltser), all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

9. SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in 'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings 2015', which can be found in the school's Safeguarding Folder on the Quality T drive.

Physical intervention should only be used to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Such events should be recorded in the Physical Restraint book held by the DSL and signed by a witness. Staff should be aware of the school's Behaviour Management and Use of Reasonable Force Guidelines, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

When using reasonable force in response to risks presented by incidents involving children with SEND and/or with medical conditions, staff will recognise the additional vulnerability of these groups. They will therefore plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, in order both to reduce the occurrence of challenging behaviour and the use of reasonable force.

10. STAFF SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSLs.

All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
- staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role; and
- all staff have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time.

The DSLs will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in Appendix 5.

11. SAFER RECRUITMENT

Hasmonean is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our students and have their welfare and protection as the highest priority. The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined in staff training, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of whether the applicant is applying to an employee or voluntary, including governor, role.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

12. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

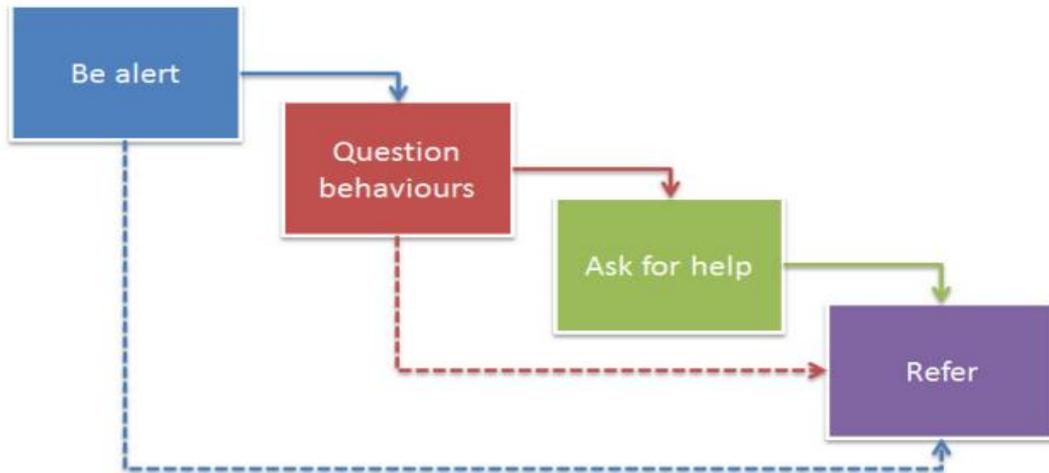
Hasmonean adheres to the London Safeguarding Children Board, London Child Protection Procedures and Practice Guidance (2018) (www.londoncpc.co.uk).

Additional guidance for staff includes

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing advice (DfE 2015)
- LSCB Threshold Criteria for Children in Need (www.lonconcp.co.uk/files/revise_d_guidance_thresholds.pdf)
- LSCB Assessment Framework for Children in Need and their Families (www.londoncpc.co.uk/chapters/appendix_4.html)

‘What to do if you are worried about a child being abused’ (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and **if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care and/or the police.**

It is the responsibility of the DSLs to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

To help with this decision the DSLs may choose to consult with the Barnet Safeguarding Lead. Advice may also be sought from the Family and Youth and/or MASH team. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the early help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSLs, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead practitioner in undertaking an early help assessment.

If early help is assessed to be appropriate then the DSLs will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSLs will keep all early help cases under constant review and will give consideration to making a referral to SCS if the situation doesn’t appear to be improving for the child.

All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. In the absence of the availability of the DSLs to discuss an immediate and urgent concern, staff can seek advice from the MASH team (020 8359

4066/0208 359 2000). If anyone other than the DSLs makes a referral to external services, then they will inform the DSLs as soon as possible.

New referrals to services will be made using the agreed CAF/Early Help Assessment process in Barnet (i.e. CAF e-form/e-MASH referral form). In situations where there are concerns about a child's welfare or safety and the staff member /DSL is unsure where on the threshold the case sits, a telephone referral to the MASH Team (0208 359 4066/0208 359 2000) will be made prior to the form being completed.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

On occasion, staff may pass information about a child to the DSLs, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSLs further progress, so that they can reassure themselves the child is safe and their welfare is being considered.

If, following this process, the staff member or DSL remains concerned that appropriate action is not being taken, then the member of staff should seek further direct consultation from a member of the Barnet Safeguarding Lead who will be able to discuss the concern and provide further advice on appropriate action to be taken.

If after a referral a child's situation does not appear to be improving then the DSLs (or the person that made the referral) will press for reconsideration to ensure that the school's concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the LSCB procedures and DSLs may request support via the Barnet Safeguarding Lead (where appropriate).

13. RECORD KEEPING

Staff will record *any* welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSLs using the Child Protection Concern link located on staff desktops. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about record keeping requirements, they will discuss this with DSLs.

Blank incident/concern forms are kept on the staff network and hard copies are kept in the staffroom. Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSLs and are shared with staff on a 'need to know' basis only.

The Executive Headteacher will be kept informed of any significant issues by the DSLs.

All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting. The DSLs will consider whether it would be appropriate to

share such information with another setting in advance of a child leaving to enable the other setting to put support in place for the child's arrival so as to ensure that the child's transition is as smooth as possible. The school will aim to gain consent to share information, unless doing so would place a child at increased risk of harm.

14. WORKING WITH OTHER AGENCIES

Hasmonean recognises and is committed to its responsibility to work with other professionals and agencies, in particular the safeguarding partners, both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools will not lead the statutory assessment of children in need or child protection enquiries and so the school will therefore pass on all relevant details of cases to the safeguarding partners. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

Hasmonean recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Team meetings.

The School Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies and recognise that they are under a statutory duty to co-operate with local safeguarding partners' safeguarding arrangements.

15. CONFIDENTIALITY AND INFORMATION SHARING

Hasmonean recognises that all matters relating to child protection are confidential. The Headteacher or DSLs will only disclose information about a student to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues to which they have access as a result of their role confidential, they also have a professional responsibility to share information with the DSLs, as well as other agencies, in order to safeguard children. The information to be shared should include contextual information about a child's environment to which members of staff might be privy and which might be relevant to concerns relating to that child. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix 4.

DfE Guidance on Information Sharing (March 2015) provides further detail.

If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools and Youth Groups) then advice will be sought to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

16. COMPLAINTS

The school has a Complaints Procedure available to parents, students and members of staff who wish to report concerns. This can be found on the school website and on the staff network.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the Staff Discipline Policy.

17. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Hasmonean recognises that it is possible for staff and volunteers to behave in a way that may pose a risk of harm to children and takes seriously any allegation received. If staff have become aware that an allegation has been made about a member of staff (including volunteers) or have safeguarding concerns relating to another member of staff:

- behaving in a way that has harmed a child, or may have harmed a child; or
- possibly having committed a criminal offence against or related to a child; or
- behaving towards a child or children in a way that indicates he or she *may* pose a risk of harm to children,

these concerns or details of such allegations should be referred immediately to the Executive Headteacher. In the event of allegations of abuse being made against the Executive Headteacher then staff are advised that allegations should be reported to the Chair of Governors. DSLs will then be informed within one working day of all such allegations.

The Executive Headteacher or the Chair of Governors will immediately contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk.

When in doubt – consult

18. ALLEGATIONS AGAINST STUDENTS

Hasmonean recognises that young people are capable of abusing their peers. Hasmonean is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Hasmonean recognises that abuse is abuse and it will never be tolerated, dismissed or minimised. The school also recognises the gendered nature of peer on peer abuse, that it is more likely that girls will be victims and boys perpetrators, but that all abuse is unacceptable and will be taken seriously.

All students who allege that they have been subject to peer on peer abuse will be reassured that they are being taken seriously and that they will be supported and kept safe. All school staff are trained in responding to such issues, and the school endeavours to ensure that staff attitudes to such issues will not cause any student to feel ashamed for making a report.

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (the taking of or sharing of inappropriate images); and
- Initiation/hazing type violence and rituals.

As set out in the Behaviour Policy, serious misuse of mobile or other technology, for example sexting and cyberbullying, will be dealt with by applying sanctions explained in that policy. Any sanction is likely to include permanent or fixed term exclusion from school. For further information on sexting, please see the [UKCISS guidance](#).

In minimising the risk of peer on peer abuse, the school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that young people recognise warning signs and sources of support both within the school and externally (such as Police, ChildLine, Jewish Women's Aid, Norwood etc). During such lessons, staff will clarify that no student is ever creating a problem by reporting sexual violence or sexual harassment, and will endeavour to discuss and minimise any feelings of shame students might feel in relation to such issues, particularly in relation to reporting any such incidents.

Students who have experienced peer on peer abuse

The school will support such students by:

- offering them an immediate opportunity to discuss the experience with a member of staff of their choice, and designating that staff member to the support of that student on an ongoing basis;
- exploring with them how they wish to proceed, giving them as much control as possible over the process;
- enabling them to continue, so far as they wish, in their normal routine but also providing a physical space for them to withdraw from lessons and activities should they so wish;
- taking steps in consultation with the student to ensure so far as possible that they will feel that the school is a safe space for them; and
- providing reassurance and continuous support which is tailored to the student on a case by case basis (which may include if appropriate securing the support of a Children and Young People's Independent Sexual Violence Advisor, referral to Child and Adolescent Mental Health Services, contact with the Internet Watch Foundation).

The school recognises that in cases which have been referred to the police and classified as 'no further action' or there has been a 'not guilty' verdict, this does not necessarily mean that the report was unfounded and will continue to offer support to the student.

Students who are alleged to have abused another student

The school will make an assessment to understand the possible impact of contextual issues on their safety and welfare, recognising in particular that harmful sexual behaviours in young children are often a symptom of either their own abuse or exposure to abusive practices and or materials. In any case, it will endeavour to balance the needs of such students by:

- continuing to provide them with appropriate education;
- providing them with appropriate safeguarding support;
- discussing what happened, establishing the specific concern and the need for behaviour to change;
- informing parents/carers, if appropriate, to help change the attitude and behaviour of the student; and
- sanctioning them in line with school behaviour policy, but on a case by case basis.

The school's response to allegations of peer on peer abuse

Any staff member who has been told by a student that they have been subject to peer on peer abuse will record details of the incident on the school's behaviour management system as presented by the student and inform the DSLs of the incident as soon as possible.

The DSLs will consider every case of peer on peer abuse on a case by case basis. The age and the developmental stage of both the student who has experienced such abuse and the alleged perpetrator will be relevant.

In all cases, the school will make a decision as to whether cases will be managed internally, referred to early help, children's social care and/or the police. Even if a decision is taken to manage a case of peer on peer abuse internally, advice will be sought as appropriate from early help, children's social care and/or the police and other external agencies.

In cases of sexual violence and/or sexual harassment, the DSLs will make an immediate risk assessment relating to the victim, their protection and support, the alleged perpetrator, and the other children (and if appropriate, staff) at the school. In such cases, when to inform the alleged perpetrator will be carefully considered but will usually follow referral to the external agency.

In any case where there has been an allegation of rape and assault by penetration, the alleged perpetrator will be removed from any classes they share with the victim and in all cases of sexual violence, the proximity of the victim and alleged perpetrator will be considered immediately.

Further information about Hasmorean's response to allegations of abuse against Students can be located in the Anti- Bullying and Behaviour Policies.

Hasmorean is committed to working with the wider community and local safeguarding partners and local/national organisations to provide further support or specialist advice and guidance. It is also aware of and will follow published local protocols for assessment and the LSCB

procedures (www.londonscb.gov.uk) for supporting children who are at risk of harm as a result of their own behaviour.

19. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Hasmonean acknowledges that children with SEND can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. For example, children with SEND are more prone to peer group isolation than other children. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Hasmonean will ensure that children with SEND and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon. Hasmonean will also consider whether extra pastoral support is appropriate.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to explore possible indicators of abuse such as behaviour/mood change or injuries. They should not to assume that they are related to the child's disability and be aware that children with SEND may not always outwardly display indicators of abuse.

20. CURRICULUM AND STAYING SAFE

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Hasmonean will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE) tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited to bullying (including cyber bullying), radicalisation, stranger danger, sexual abuse, neglect, gender based violence/sexual assaults, sexual harassment and sexting.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Hasmonean will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support will include:

- School/Student Council
- Pastoral Team
- Mashgiach/ School Counsellors
- Buddy and peer-mentoring systems
- Peer mediation
- PSHE events
- Tutorials

21. ONLINE SAFETY

It is recognised by Hasmonean that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Hasmonean identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The DSLs and leadership team have read annex C regarding Online Safety within 'KCSIE' 2018.

Hasmonean will ensure that appropriate filtering (LGFL) and monitoring systems are in place when Students and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

Hasmonean acknowledges that whilst filtering and monitoring is an important part of the school's online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology.

Hasmonean will ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

22. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Executive Head Teacher, Head Teachers and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that all relevant safeguarding checks that the school would otherwise perform have been made in respect of staff and volunteers.

If this assurance is not achieved then an application to use premises will be refused.

23. SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance, visitors will be expected to sign in and out via the office Visitors'

Log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

APPENDIX 1: Responsibilities of the Governing Body and the Executive Headteacher

The Governing body has the responsibility to ensure:

- named Designated Safeguarding Leads (DSLs) are members of the senior leadership team and have undertaken approved LSCB training in inter-agency working, in addition to child protection training;
- the school has an up-to-date child protection policy which is consistent with LSCB requirements, reviewed at least annually and made available to parents on request;
- procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the head teacher;
- safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place;
- there is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training;
- that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding;
- that appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that "overblocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding;
- that the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay; and
- that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Executive Headteacher has the responsibility to ensure:

- that the child protection policy and procedures are implemented and followed by all staff;
- that sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings;
- that all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures; and
- that child's safety and welfare is addressed through the curriculum.

APPENDIX 2: Categories of Abuse

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'KCSIE' 2018 and staff who have direct contact with pupils should also read annex A.

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.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts

Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

APPENDIX 3: Specific Safeguarding Issues **(See Annex A of Keeping Children Safe in Education 2018)**

Children Missing Education

Hasmonean recognises that 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. Hasmonean is aware that a child going missing from education is a potential indicator of abuse or neglect.

Hasmonean has a procedure in place for responding to unauthorised absence (see the school's attendance policy) and 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.

The school follows the Department for Education guidance on this matter:

<https://www.gov.uk/government/publications/children-missing-education>

Child Sexual Exploitation (CSE)

Hasmonean identifies that 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.

Hasmonean is aware that 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 may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, 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 or recognise this as abusive.

Every member of staff at Hasmonean recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks.

'Honour based' violence

Members of staff at Hasmonean are aware that 'Honour-based' violence (HBV) encompasses a range of 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.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

All members of staff will follow the school and LSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk

Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police by dialling 101 cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

[Summary of the FGM mandatory reporting duty](#)

Radicalisation

Hasmonean recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Hasmonean will ensure all staff complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Hasmonean recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Hasmonean will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the schools online safety policy.

Private Fostering

If a member of staff or volunteer at Hasmonean becomes aware that a pupil may be in a private fostering arrangement of which the school is unaware they should raise this in the first instance with the Designated Safeguarding Lead. Private Fostering is defined as a setting where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child. This is in accordance with guidance as set out in Annex E of the KCSIE 2018.

APPENDIX 4: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

APPENDIX 5: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parent Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk

- ParentPort: www.parentport.org.uk
- Get safe Online: <https://www.getsafeonline.org/>

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Homelessness

- **Barnet Action**, <https://www.habcentre.org>. 36B Woodhouse Road, London, N12 0RG.
TEL: 020 8446 8400, **FAX:** 020 8446 8480
- Shelter: https://england.shelter.org.uk/get_help
- Barnet Council Housing: 0208 359 4797 <https://www.barnet.gov.uk/citizen-home/housing-and-community/council-housing.html>

Reviewed by Stone King

Reviewed by Stone King

Checked by Maxine Zeltser – Foundation Governor

Ratified by Full Governing Body October 2018

Next Review October 2019