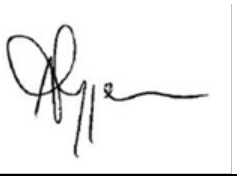
BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

CHILD PROTECTION POLICY AND PROCEDURES 2020 - 2021

Date of approval	September 2020
Date of next review	September 2021
Term of review	Annually
Committee Responsible	C&P
Prepared By	RNW
Signed by Chair of Committee	

Changes Made	**Date**
Appendix 5 - Covid insert	September 2020

Child Protection Policy

2020-2021

School: Beis Yaakov High School Academy

Executive Principal: Rabbi N. Wilson

Named personnel with designated responsibility for safeguarding:

Academic year	Designated safeguarding lead (DSL)	Deputy designated safeguarding lead (Deputy DSL or DDSL)	Nominated Governor	Chair of Governors
2020-21	Rabbi N Wilson	Mrs E Levy Mrs B Lopian	Mr B Rosen	Mr A Topperman

Other useful contacts:

THE BRIDGE PARTNERSHIP SALFORD	Child Protection referrals for Salford residents	0161 603 4500 worriedaboutchild@salford.gov.uk
BURY MULTI-AGENCY SAFEGUARDING HUB (MASH) TEAM	Child Protection referrals for Bury residents	0161 253 5678 0161 253 6606 (outside working hours)
PAPYRUS	National confidential helpline for prevention of young suicide	0800 068 41 41
NSPCC	Helpline	0808 800 5000
POLICE		999 OR 101

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1. Introduction

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all adults, including governors, temporary staff and volunteers, working in or on behalf of the school. Our policy and procedures also apply to extended school and off-site activities.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- All staff are properly trained in recognising and reporting safeguarding concerns.

Everyone working in or for our school shares the objectives to help in keeping children and young people in the following ways:

- Providing a safe environment for children and young people to learn and develop in our school setting
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action
- As professionals, ensuring that their approach is child-centred. This means that they should consider at all times what is in the best interests of the child

This policy is based on the Department for Education's statutory guidance, *Keeping Children Safe in Education* and *Working Together to Safeguard Children,* and the *Governance Handbook.* We comply with this guidance and the procedures set out by the Greater Manchester Safeguarding Children Board.

There are four main elements to our safeguarding policy

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

This policy is also based on the following legislation:

- Part 3 of the schedule to the *Education (Independent School Standards) Regulations 2014,* which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- *The Children Act 1989 (and 2004 amendment),*which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by Section 74 of the *Serious Crime Act 2015*
- *Statutory guidance on FGM*
- *Rehabilitation of Offenders Act 1974*
- *Schedule 4 of the Safeguarding Vulnerable Groups Act 2006*
- *Statutory guidance on the Prevent duty*

This policy also complies with our funding agreement and articles of association.

2. School Commitment

Beis Yaakov High School Academy is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

All children have a right to be heard and to have their wishes and feelings taken into account.

3. Definitions

Safeguarding and promoting the welfare of children is defined in *Keeping Children Safe in Education (KCSIE) (2016)* 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
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Equality Statement - All children (defined as those up to the age of 18) have equal rights to protection. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

4. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within the school and the Local Authority who have specific responsibilities under safeguarding and child protection procedures.

4.1 Staff – all staff will read and understand part 1 of the DfE's statutory safeguarding guidance, *Keeping Children Safe in Education,* on induction*,* and review this guidance annually.

All staff will be aware of

- Our systems which support safeguarding, including the Staff Code of Conduct, and the role of the DSL
- The early help process (sometimes known as the "Team around the family" (Salford)) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to the Local Authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues

4.2 DSL – the DSL, Rabbi Wilson, takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, Mrs C Sasson will act as cover (DDSL). Contact details are provided on Page 2.

The DSL will be given the time, resources, training and support to

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases to the relevant body
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked "Strictly Confidential" and are passed securely should the child transfer to a new provision.
- Submit reports to and ensure the school's attendance at child protection conferences contributing to decision making
- Ensure that the school's delivery of actions planned to safeguard the child are carried out

- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

The DSL will keep the SLT informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The DSL is also responsible for safeguarding issues relating to looked after children (LAC).

4.3 Governing Board/ Named Governor for child protection

The Governing Board will approve this policy at each review, and hold the SLT to account for its implementation.

The Named Governor should ensure that the school

- recruits staff and volunteers in line with safer recruitment processes;
- has procedures for dealing with allegations of abuse made against staff and volunteers;
- has a designated senior member of staff for dealing with safeguarding children issues
- accesses appropriate training for all staff
- provides regular quality assurance reports to the Governing Board in relation to policy, procedures, audits and statutory requirements
- liaises with the SLT to ensure that deficiencies in safeguarding arrangements are remedied without delay

The Governing Board will not receive details of individual cases or identifying features of families as part of their oversight responsibility.

4 .4 The SLT

The SLT is responsible for the implementation of this policy including

- Leading the school in fulfilling the ethos and policies set down by the Governing Board, including those of the Named Governor
- Ensuring that staff and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the "case manager" in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

4.5 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, seek help and support if they or their child encounter any safeguarding concerns

Parents can obtain a copy of the school policies from the School Office or from the website.

5. Confidentiality

The School recognises that all matters relating to child protection are confidential. Information about a pupil will only be shared with another member of staff on a "need to know" basis.

Please note that:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a "need to know" basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 9.

6. Recognising abuse and taking action

All staff in school should be aware of the signs and symptoms of abuse. There are four categories of abuse: physical, sexual, and emotional abuse, and neglect, see Appendix 1.

Members of staff are made aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness.

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 interactions which are concerning and other parental behaviours. 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.
Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

6.1 If a child is in immediate danger

Make a referral to children's social care (Bridge Partnership for Salford residents/ Bury Multi-Agency Safeguarding Hub (MASH) for Bury residents, and/or the Police on 999 **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.** Details of the individual and the incident should be completed on the online form.

Tell the DSL as soon as possible if you make a referral directly.

6.2 If a child makes a disclosure to you

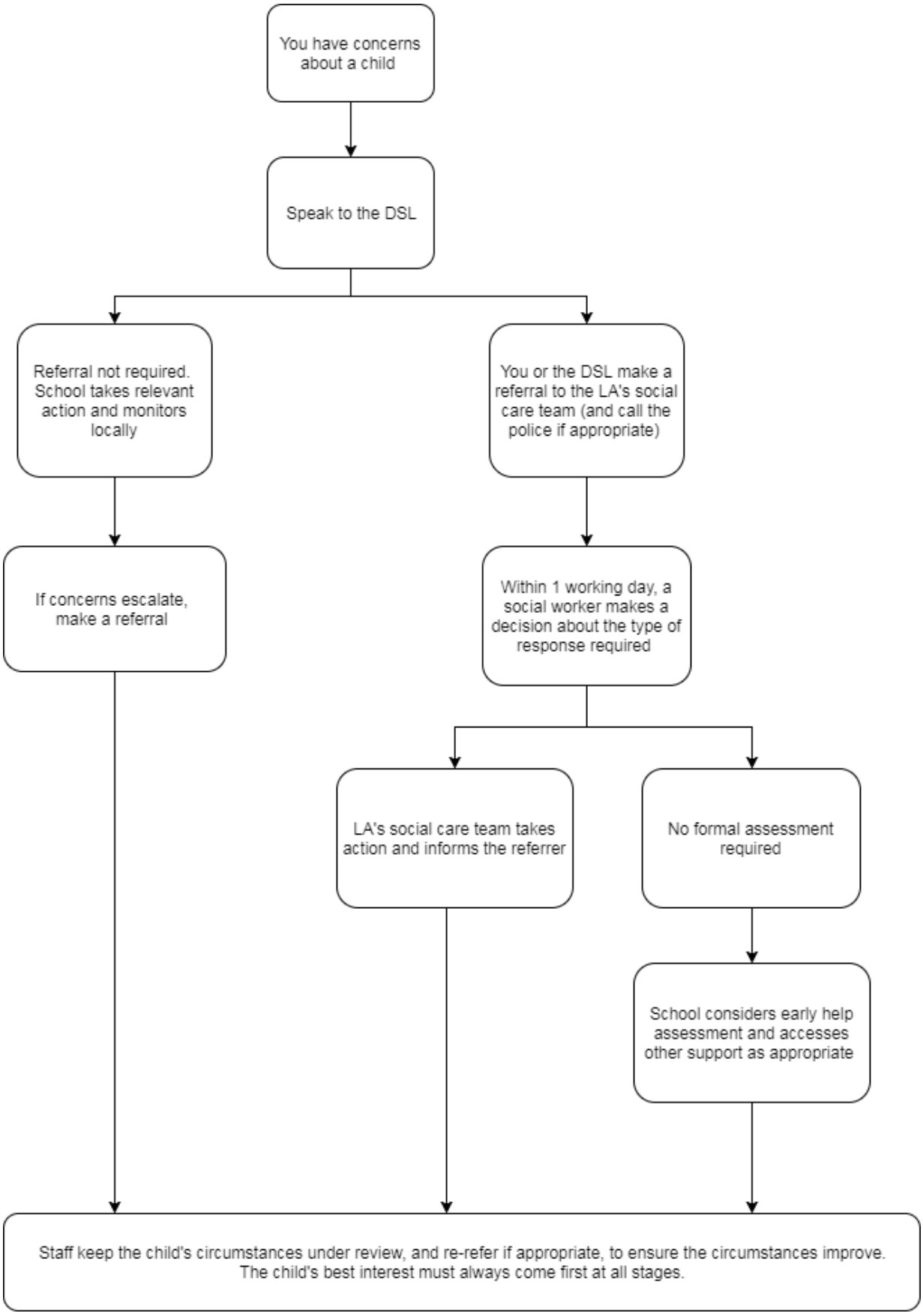
If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 6.1) and tell the DSL as soon as possible that you have done so.

6.3 If you have concerns about a child

The figure below illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. If this is not possible and you need to make a referral to the local authority children's social care directly you can complete the online form with details of the child and the incident. (See contact details on page 2 above)


You have concerns about a child
Speak to the DSL
Referral not required. School takes relevant action and monitors locally
You or the DSL make a referral to the LA's social care team (and call the police if appropriate)
If concerns escalate, make a referral
Within 1 working day, a social worker makes a decision about the type of response required
LA's social care team takes action and informs the referrer
No formal assessment required
School considers early help assessment and accesses other support as appropriate
Staff keep the child's circumstances under review, and re-refer if appropriate, to ensure the circumstances improve.
The child's best interest must always come first at all stages.

Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral will follow up with the local authority if this information is not made available, and will ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral will contact the relevant local authority and make sure the case is reconsidered to ensure that the concerns have been addressed and the child's situation improves.

6.4 If you discover that FGM has taken place or a pupil is at risk of FGM

Female Genital Mutilation (FGM) is illegal in the UK and a form of child abuse with long-lasting, harmful consequences.

See Appendix 4 for details of teachers' mandatory reporting requirement.

6.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Where this is not possible, you can make a referral to the relevant local authority children's social care directly if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

See Appendix 4.

6.6 Concerns about a staff member or volunteer in relation to safeguarding

If you have concerns about a member of staff or volunteer, speak to a member of the SLT. If you have concerns about a member of the SLT, you can speak directly to the Chair of the Governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The DSL (or Chair of Governors, in the case of concern about a member of the SLT) will also inform the designated officer for the local authority.

6.7 Concerns of children against staff

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. Staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. See Staff Code of Conduct.

Physical interventions should only be used when the child is endangering herself or others and staff should follow the Self Harm and the Restraining Policies.

6.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our School's Behaviour Policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will help to minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially, by providing access to appropriate staff with posters and information
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that a child is being abused themselves, and that this would fall under the scope of this policy

6.9 Safeguarding children with special educational needs and disabilities

The School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and they may face difficulties to tell others what is happening. The staff will support these children to ensure that their voice is heard and acted upon.

7. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse against other children, we will normally notify the parents of all the children involved.

8. Complaints and concerns about school safeguarding practices

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made by others against staff.

There is also a School whistleblowing policy which includes concerns about the way the school safeguards pupils including poor or unsafe practice, or potential failures.

9. Recordkeeping

The School records any change of address or attendance at a different school on the SIMS system, when notified by a parent. In order to check on missing children, a school census is taken three times a year, and the information is given to the local authority.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Confidential information and records will be held securely and stored in sealed envelopes or password protected folders and are only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a period of 10 years after they have left the school, and then shredded.

When a child transfers to a new school, the child protection files will be transferred separately to their personal file, using a secure password protected system.

10. Training

10.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the Government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (eg at staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

10.2 The DSL and DDSL

The DSL and the DDSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

10.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

10.4 Staff who have contact with pupils and families

All staff who have contact with children and families on safeguarding issues should arrange for supervision sessions, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

11. 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. The curriculum provides the opportunity 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. Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through PSHE lessons, through special tutorials and through SMSC delivered in the Kodesh curriculum.

12. 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 community ethos and welcome comments from pupils, 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 coming into school as outlined. Visitors will be expected to sign in and out and to display a visitor's badge whilst on the 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 anyone else, that threatens the 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 the person access to the school site.

13. Monitoring arrangements

This policy will be reviewed annually by the DSL with the SLT. At every review, the policy will be approved by the full governing board.

Appendix 1 Types of abuse (Keeping Children Safe in Education, 2020)

Abuse, including neglect and safeguarding issues, are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

The incidence of child abuse is much higher than many teachers and support staff imagine, and is frequently at the hands of a person known to the child. There are several types of abuse – including physical, sexual, emotional abuse and neglect, all of which can form the basis of bullying.

Signs of physical abuse include

- Injuries that are not adequately explained by the pupil
- Current bruising injury, with a long history of bruises and accidents
- Injuries getting progressively worse, or occurring in a time pattern (e.g. every Tuesday morning or after visits to relatives)
- "Grip" marks on arms (may indicate severe shaking) or "slap" markings (especially cheeks, buttocks, arms or legs)
- Long marks which could be from a belt or cane
- Stub marks that might be from a cigarette
- Bruising on both sides of the ear. Any "symmetrical" bruising is suspicious
- Teeth marks from a bite
- Scalding to both soles of the feet
- Bruised eyes, especially if both at once
- Constant attention seeking; overpleasing/compliant behaviour, "frozen watchfulness"
- Running away
- Kept away from school medical inspections and check-ups
- Reluctant to go home after school

Signs of sexual abuse include

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby
- Complaints of genital itching or pain or publicly playing with themselves
- Distrust of a familiar adult, or anxiety about being left with a relative, baby-sitter or lodger
- Unexplained gifts or money

- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and venereal disease
- Anorexia or bulimia
- Self-mutilation, attempted suicide, frequently running away
- Fear of undressing for gym
- Phobias or panic attacks

Signs of emotional abuse include

- Physical, mental and emotional development lags
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging

Signs of neglect include

- Looks extra thin and poorly
- Well below average in height and weight: "failing to thrive"
- Complains of hunger, lacking energy
- An untreated condition or injury
- Has repeated accidents, especially burns
- Left alone at home inappropriately
- Repeatedly unwashed or smelly
- Kept away from school check-ups
- Reluctant to go home

This is not an exhaustive list and some symptoms are indicative of all the different forms of abuse.

Appendix 2 Safer recruitment

BYJHS has worked to create a culture of safer recruitment and has adopted recruitment procedures that help deter, reject or identify people who could potentially abuse children. We record all information on the checks carried out in the School's single central record (SCR). Copies of these checks, where appropriate, are held on the individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity. We will not keep a copy of this for longer than 6 months
- Obtain a separate risk assessment check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a EEC professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the Secretary of State
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We seek references on all potential appointees. These references must not be in the form of an open reference. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible on a regular basis in a school for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children

- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

All staff will complete an annual self-declaration and association declaration form which will be held in their personnel files.

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child:

- Where the "harm test" is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third party staff

We will obtain written notification from any agency or third party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school, has had the appropriate level of DBS check. This will be

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Governors

All trustees and local governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

Local governors who have management responsibilities will have a Section 128 check. All trustees and governors will have checks on their right to work in the UK and other checks deemed necessary if they have lived or worked outside the UK.

Appendix 3 Linked Policies

This policy is one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies listed below.

Attendance Policy
Behaviour Policy
Data Protection Policy
Equal Opportunities (Students) Policy
E-Safety Policy
Health and Safety Policy
Medical Policy
Mobile Phones and Technology Policy
Restraining Policy
Recruitment Policy
School Complaints Procedure
Self Harm Policy
Staff Code of Conduct
SMSC Policy
SRE Policy
Visitors Policy
Visits and Trips Policy
Whistleblowing Policy

Appendix 4

Specific Safeguarding Issues

Children Missing Education

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

The School has a SIMS system which contains both an admissions and an attendance register, and has a procedure in place for responding to unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the potential risk of abuse and neglect, and to help prevent the risks of their going missing in future. Information is then forwarded to the Local Authority.

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where children receive something in return for this activity. This relationship proceeds from an imbalance of power, and they need to be identified and protected in the same way as from other risks.

Honour-based Violence

This encompasses a range of crimes which have been committed to protect or defend the honour of the family and/ or the community, including FGM, forced marriage and other practices.

FGM Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) has placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must report to the police 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 still consider and discuss any such case with the DSL and involve children's social care as appropriate.

Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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 and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance").

Paragraphs 57-76 of the Prevent guidance are concerned specifically with the need for schools to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and ICT policies.

• Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

• Our safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
• The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. We have assessed the training needs of our staff in the light of our assessment of the risk to pupils at the school of being drawn into terrorism.
• One of our safeguarding officers has undergone Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
• In addition, every member of staff at BYHS has completed an online Prevent training course –
http://www.elearning.prevent.homeoffice.gov.uk
• BYHS Academy can ensure that children are safe from terrorist and extremist material online as they are unable to access the Internet whilst in school. In the unlikely event of a pupil gaining access to the Internet, we have ensured that suitable filtering is in place. The school also teaches pupils about online safety more generally.
The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Appendix 5

Appendix re Covid 19

BYJHS continues to adapt to the different circumstances brought by coronavirus and we review all policies and procedures regularly throughout this period.

With all pupils set to return to school in September and with the now necessary focus on the school being Covid secure, it is important that staff, students and parents are aware that our safeguarding principles and priorities remain unchanged:

- the best interests of children will always come first
- if anyone in the school has a safeguarding concern about any child they will continue to act as per our policy and act immediately
- a DSL or deputy DSL will always be available
- it remains essential that unsuitable people will not be allowed to enter the children's workforce and/or gain access to children
- children will continue to be protected when they are online

Due to the current COVID-19 pandemic, and the stress this has imposed on the home life of pupils, staff need to be on high alert for signs and symptoms of abuse. In addition, staff must be alert to any signs and symptoms of mental health issues. Thirdly, staff should be alert for any pupils who may be struggling to deal with bereavement issues.
Staff and volunteers will be aware that they may identify new safeguarding concerns about individual children as they see them in person following partial school closures
All suspected cases should be brought to the immediate attention of the DSL.

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Where possible staff will try and speak directly to children to help identify any concerns. Staff will be encouraged (where possible) to make calls from the school's phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

We recognise the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. The DSL (or deputy) will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

The Designated Safeguarding Leads (DSLs) and safeguarding coordination

- The DSL (and deputy) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.

- Our trained DSL (or deputy) will be available on site for the entire school day. In exceptional circumstances this may not always be possible, and where this is the case they will be available to be contacted via phone or online video.
- In a context where the DSL (or deputy) is not consistently available on-site, the SLT will take responsibility for co-ordinating safeguarding on site. This will include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required - liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.
- All staff and volunteers will have access to our trained DSL (or deputy) and know on any given day who that person is and how to speak to them.
- The DSL (or deputy) will follow any updated advice received from the local safeguarding partners. DSLs will be leading the school input into the local arrangements.
- The DSL (or deputy) will follow any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.
- The DSL (or deputy) will continue to take the lead on ensuring that the school works with and supports children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.
- It is acknowledged that DSL training is unlikely to take place during this period (although the option of online training will be explored). For the period that restrictions on contact remain in place, our trained DSL (or deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.
- The DSL (and deputy) will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.
- As the school continues with wider opening the DSL (or deputy) will consider any challenges in a child protection context and reflect them in the child protection policy as appropriate.

Staff training and safeguarding induction

All existing staff have already had safeguarding training and have read part 1 of KCSIE. Staff will be made aware of any new local arrangements, especially if these are being reviewed/changed as a result of more children returning, so they know what to do if they are worried about a child.
Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE.

Identification of vulnerable children

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan, have input from a social worker, or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by our school or other educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the school's and local authority's discretion

Local authorities have the key day-to-day responsibility for delivery of children's social care. When relevant, social workers and virtual school heads will continue to work with vulnerable children in this difficult period.

Our staff (supported by the DSL or deputy) will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

Attendance

Vulnerable children are expected to attend school, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending.

We will work with and support the relevant families and pupils to return to school, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected

unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable

We will continue to notify social workers where children with a social worker do not attend, and will also continue to follow up with any parent or carer whose child has been expected to attend and does not do so.
To support the above, we will find opportunity when communicating with parents and carers, to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

The online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending, will be continued to be submitted.

Keeping in touch with children who are away from school

Year teams carefully monitor attendance records to identify children not coming into school for a length of time. They make regular wellbeing and mental health checks by phone.
Form tutors will each been given a school phone for the duration of lockdown (to be returned immediately after lockdown). This will enable the form tutors to contact students and parents and enable students and parents to call the year tutors directly.

Mental health

The current circumstances can affect the mental health of pupils and their parents and may also have a significant impact on behavior for learning.
Some children may return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns.
The DfE guidance on mental health and behaviour in schools helps to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.
We will work with parents and carers so the pupil can access provision from external providers should our own resources not be sufficient. This may be

delivered in different ways, for example over the phone for those children still not attending provision, or from specialist staff or support services.
Teachers will be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work.
The DfE has provided separate guidance on remote education practices during the coronavirus outbreak.

Online safety in school

As more children return to school we will continue to provide a safe online/remote learning environment for those who remain at home. We will ensure when relevant that appropriate filters, secure phone lines and monitoring systems (The DfE has guidance on what "appropriate" looks like) are in place to protect children when they are online on the school's IT systems.
We have identified a member of staff (Rabbi Wilson) who has the technical knowledge to maintain safe IT arrangements. As a contingency arrangement we identified (Mrs Feddy) should the main designated person become unavailable.

Children and online safety away from school

We will continue to do all we reasonably can to keep all children safe whilst more children return to school and others continue to stay at home, who in many cases will continue to engage with school online/remotely.
It is important that all staff who interact with children, including online/remotely, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should continue to be made to children's social care and as required, the police.

Virtual lessons and live streaming

As there is no expectation that teachers should live stream or provide pre-recorded videos, we will continue to consider the approach that best suits the needs of our children and staff.
We recognize that teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers; and when broadcasting a lesson or making a recording, will also consider what will be in the background.

Online safety

We will continue to consider the safety of our children if they are asked to work online. The starting point for online teaching will be that the same principles as set out in our staff behaviour policy (also known as a code of

conduct) must be followed. This policy includes the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy will apply equally to any existing or new online and distance learning arrangements which are introduced.

We have considered as much as is reasonably possible, if our existing policies adequately reflect that some children (and in some cases staff) may continue to work remotely online. In such a case an annex/addendum summarising key coronavirus related changes may be added to those policy(ies).

Our school will ensure that children who are asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to ourselves we will also signpost children to age appropriate practical support from the likes of:

- TAG (Technology Awareness Group - https://tag.org.uk/)
- UK Safer Internet Centre - to report and remove harmful online content
- Childline - for support
- CEOP - for advice on making a report about online abuse

We will continue to be in regular contact with parents and carers and we will use these communications to reinforce the importance of children being safe while learning remotely/online. It is especially important for parents and carers to be aware of what their children are being asked to do remotely/online, including any sites/phonelines they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with remotely or online.

We will evaluate whether our parent body includes some parents and carers who may choose to supplement the school remote/online offer with support from online/remote education companies and in some cases individual tutors. Should this be the case, we will use our communications with parents and carers, to emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- TAG
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of

practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Government has also provided:
- support for parents and carers to keep children safe from online harms,
- includes advice about specific harms such as online child intimate abuse, inappropriate texting, and cyberbullying
- support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls

We will share this support with parents and carers, when considered relevant.

BYJHS will ensure any use of online/remote learning tools and systems is in line with privacy and data protection requirements.