

HASMONEAN MULTI-ACADEMY TRUST



SAFEGUARDING AND CHILD PROTECTION POLICY

Please see annex on Page 32 for COVID-19 SCHOOL CLOSURE ARRANGEMENTS FOR CHILD PROTECTION & SAFEGUARDING

Chair of the Trust Board

G. Swabel contactable via
G_swabel@hasmoneanmat.org.uk

Chair of the Local Governing Body:

Y. Halberstadt (Boys) contactable via
Y_halberstadt@hasmoneanmat.org.uk

S. Blumgart (Girls) contactable via
S_blumgart@hasmoneanmat.org.uk

Safeguarding Governor:

M. Zeltser contactable via
M_zeltser@hasmoneanmat.org.uk

Designated Safeguarding Leads:

Mrs Laura Waugh (Girls)
l.waugh@hasmonean.co.uk
 ext 316

Ms Rivka Benarroch (Boys)
r.benarroch@hasmonean.co.uk
 ext 263

Deputy Designated Safeguarding Leads:

Mrs Katherine Brice (Girls)
k.brice@hasmonean.co.uk

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

Ms Mel Liley (Girls)
m.liley@hsmonean.co.uk

Mrs Debbie Lebrett (Boys)
d.lebrett@hsmonean.co.uk

Mr Avi Markiewicz
a.markiewicz@hsmonean.co.uk

**Designated Looked After and previously
Looked After Lead** Ms R Benarroch (Boys and Girls)
r.benarroch@hsmonean.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.

Community Safeguarding Support:

Please refer to section 6 for further details.

1. INTRODUCTION

Hasmonean Multi-Academy Trust ('Hasmonean') is a community and all those directly connected (staff, Local 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.

Hasmonean's core safeguarding principles are:

- It is a whole-school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children, whilst attending school 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, as set out below.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this policy

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, Local Governors and Trustees and are consistent with those of Local (London) Safeguarding Children Board (LSCB), also known as the London Safeguarding Children Partnership .

2. CONTEXT AND REVIEW ARRANGEMENTS

This policy has been developed with regard to the following guidance and advice:

- DfE guidance Keeping Children Safe in Education 2020 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Prevent Duty Guidance: for England and Wales, July 2015
- Framework for the Assessment of Children in Need and their Families (2000)
- London Child Protection Procedures and Practice Guidance (<http://www.londoncp.co.uk>)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)

This policy also takes into account the procedures and practice of Barnet Local Authority and the London Safeguarding Children Partnership.

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

3. DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined in KCSIE as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

All staff at Hasmonean have an awareness of safeguarding issues that can put children at risk of harm. 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”;
- trafficking;
- forced marriage;
- county lines criminal activity;
- pupils with family members in prison

(Also see Annexes A and B within ‘KCSIE’ 2020 and Appendix 3) of this policy.

Children experiencing any other vulnerability or concern, or who are at risk in a way that is outside those safeguarding issues identified above, will be approached and responded to in line with the contents of this policy.

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 Trust’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below (for further details please see the Trust website where copies of most of the policies are available for download. Please contact the relevant 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
- Whistleblowing.

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

- Teachers Standards 2011
(<https://www.gov.uk/government/publications/teachersstandards>)
- “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/wwc-home/practitioner-guidance/multi-agencysafeguarding-hub-mash.html> - press on link embedded in ‘For more information about the MASH team, please see the information booklet’)

These documents can also be found in the schools’ staff rooms, and the Quality T drive on the schools’ network.

5. KEY RESPONSIBILITIES

It is the responsibility of all staff members to know their role in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

The Local Governing Body has read and will follow KCSIE 2020. Further information regarding the key strategic responsibilities of the Local Governing Body, Chief Executive Officer (“CEO”) and Headteacher are identified in Appendix 1 of this policy.

The MAT’s governor for safeguarding is Mrs M. Zeltser. She will take the lead role in ensuring that the schools have 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 Local Governing Body, CEO, Headteacher 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)

Each school has appointed members of the leadership team (Ms Rivka Benarroch, SLT - Boys’, r.benarroch@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: Boys: Mrs Debbie Lebrett-Headteacher d.lebrett@hasmonean.co.uk and Mr Avi Markiewicz a.markiewicz@hasmonean.co.uk Girls: Mrs Katherine Brice, Headteacher, k.brice@hasmonean.co.uk, Ms Mel Liley (Girls) m.liley@hasmonean.co.uk and Mrs Miriam Langdon, Assistant Headteacher (Girls) 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 all students are taught about safeguarding and online safety
- 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 (2020).

Further details about the role of the DSLs can be found in KCSIE 2020.

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;

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

- have awareness, 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 at 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 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.

The individual responsible for the welfare of looked after and previously looked after children is Ms R. Benaroch, who will promote the educational achievement of these pupils in line with the duties set out in the statutory guidance 'The designated teacher for looked-after and previously looked-after children' (February 2018).

5.3 Children and young people

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

- contribute to the development of school safeguarding processes;
- 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 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.

6. LOCAL SUPPORT

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

Barnet Safeguarding Lead

Jane Morris
020 8359 7743

MASH team

020 8359 4066 / 2000

Contact details for the Local Authority Designated Officer (LADO)

Shrimati Bissessar
020 8359 4528

Youth & Family Service

Sally Bye
020 8359 2675

Contact details for Barnet Virtual (For Looked after children)

Executive Head Teacher: paul.whitcombe@barnet.gov.uk
Head Teacher: sarah.deale@barnet.gov.uk
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 four categories of 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' 2020 (see Appendix 5) and 'What to do if you are worried a child is being abused' 2015.

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. 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 2020 which covers safeguarding information. The Local 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 the school's Child Protection Online Management System (CPOMS) alongside information regarding Staff Safeguarding Training and is available through a CPOMS report*).

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

Safeguarding induction contents covers the following key elements of KCSIE and provide access to the documents via the CPOMS library.

- Safeguarding and Child Protection Policy
- Online safety
- The role and identity of DSL and deputies
- KCSIE Part One (all staff)
- KCSIE Annex A (leaders and those who work directly with children)
- Pupil behaviour policy
- The school's safeguarding response to children who go missing from education
- Staff code of conduct/behaviour policy

Hasmonean MAT take a risk-based approach to the level of information that is provided to temporary staff and volunteers.

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 on induction and via regular updates to ensure they are aware of a range of safeguarding issues (see definition of safeguarding), including Prevent and On-line saftey. They are also made 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 2020. The training for DSLs and deputies are at a minimum of two yearly intervals plus informal updates. This training include topics such as Prevent and harmful sexual behaviours.

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 Headteacher will provide an annual report to the Local 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 Local Governing Body (Maxine Zeltser) at the School, all members of the Local 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 policy folder (Quality T drive HR folder).

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 on CPOMS. 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, supply staff and volunteers who are safe to work with our students and have their welfare and protection as the highest priority, in line with KISCE 2020. The Local 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 local governor, role. For further information, please refer to the MATs Safer Recruitment Policy February 2020.

The Local Governing Body will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Local 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 (2019) (www.londoncp.co.uk).

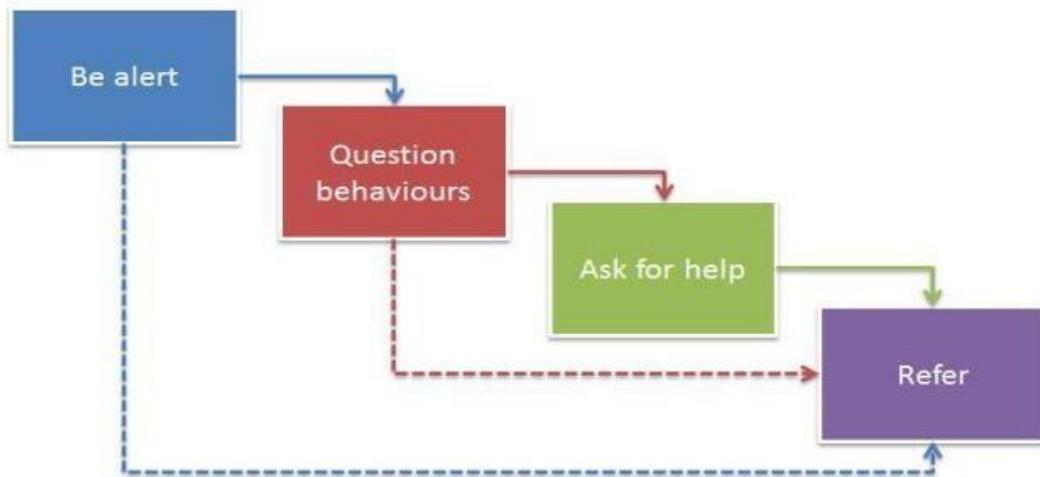
All staff are reminded that although the school has a referral system in place, any staff member can make their own referral to the police and/or local safeguarding partnership if necessary.

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.londoncp.co.uk/files/revised_guidance_thresholds.pdf)

'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. Barnet integrated services offers a Early Help referral form via the website: <https://wwc.barnet.gov.uk/barnet-integrated-clinical-service-bics>

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 Barent or other Local Authority MASH referral system, that can be found on the LA's website. 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 CPOMS which will automatically alert the DSL (with a body map where injuries have been observed). 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.

Safeguarding records are kept for individual children on CPOMS. Older records are kept 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 CEO 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 is 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, including supply 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 Headteacher of either Hasmonean High School for Girls or Hasmonean High School for Boys. The Headteacher will make the CEO aware of all allegations as soon as possible and certainly within 24 hours. In situations where the Headteacher is not available then this should be referred to the CEO. In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of the Local Governing Body, or the Trust's safeguarding governor. DSLs will then be informed within one working day of all such allegations. If there are allegations of abuse made against the CEO, these should be referred to the Chair of the Trust Board.

In the event of the above, the Headteacher, DSL, CEO or the Chair of the Local Governing Body or the Chair of the Trust Board will immediately contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. No formal investigation will take place before a referral to the LADO and the school will wait upon instruction from the LADO as to what action needs to be taken place.

Hasmonean will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. A referral will also be made to the Teaching Regulation Agency (TRA) where there is an allegation of serious misconduct against a teacher.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will be handled in accordance with the procedure above and will be referred to the police.

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 Whistleblowing 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 or passed off as "banter", "just having a laugh" or "part of growing up". 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. Furthermore, Hasmonean MAT recognises LGBTQ pupils and those with SEND are more prone to peer group isolation, and in the first instance there will be support from the Pastoral teams.

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 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;
- Upskirting (taking a picture under a person's clothing without them knowing);
- 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 [UKCISSE 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 the school Behaviour Policy, 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 as presented by the student on CPOMS 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 addition, the DSLs will take confidentiality and anonymity, as well as the wishes of the victim into high account.

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/or 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 Hasmonean's response to allegations of abuse against students can be located in the Anti Bullying and Behaviour Policies.

Hasmonean 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 (SEN) AND DISABILITIES

Hasmonean acknowledges that children with SEN and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. For example, children with SEN and disabilities 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 SEN 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 assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

20. CURRICULUM AND STAYING SAFE

Hasmonean 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 Relationships and Sex Education (RSE). 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
- School Counsellor
- 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’ 2020.

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 its online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to Hasmonean's 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's premises, the CEO, Head teachers and Local 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. Visitors are expected to sign in and out via the office Visitors' Log and to display a visitor's badge whilst on school site. Volunteers are expected to present the school will a valid DSB. Both visitors and volunteers will be accompanied by a member of staff at all times. 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 Local Governing Body and the CEO

The Local 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 Headteacher;
- 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 Local 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 Headteacher. An annual report will be submitted to the local authority about how the Local 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 CEO 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 whistleblowing 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 2019)

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.

Serious Violence

All staff are aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships, a significant decline in performance or signs of assault. Unexplained new gifts or possessions can also indicate involvement with criminal gangs or networks.

'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: fmu@fco.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 radicalisation and extremism can be found in the school's Online Safety Policy and Department for Education guidance "The Prevent duty": https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

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 2020.

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

- Record directly on to CPOMS. If not able to log information on to CPOMS directly, then one should 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.mensadviceline.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.internetmater.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/citizenhome/housing-and-community/council-housing.html>

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COVID-19 SCHOOL ARRANGEMENTS FOR CHILD PROTECTION & SAFEGUARDING

1. INTRODUCTION/CONTEXT

Since September 2020, schools in England have re-opened in line with government guidance, and Hasmonean MAT has opened to all students whilst following the government and Public Health England guidelines and policies. Hasmonean MAT is responding to the ever-changing dynamics that Covid-19 presents to the school environment. As a result, Hasmonean MAT has had to respond to confirmed cases of Covid-19 in the school community, which has meant many pupils and staff have had to go into isolation. The MAT has therefore had to

put in place additional provisions to safeguard all pupils, especially those categorised as vulnerable.

The following DfE publication is implemented at Hasmonean MAT to safeguard pupils during the current Covid-19 pandemic. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Two key areas that Hasmonean MAT has prioritised from the guidance are the following;

- *Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.*
- *Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.*

This addendum of the Hasmonean High School Multi-Academy Trust Child Protection and Safeguarding policy contains details of our individual safeguarding arrangements in the following areas: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

1. Vulnerable children
2. Increased vulnerability or risk
3. Attendance monitoring
4. Reporting a concern
5. Safeguarding training and Induction
6. Safer recruitment/volunteers and movement of staff
7. Online safety in school
8. Children and online safety away from school
9. Supporting children not in school
10. Supporting children in school
11. Peer on Peer abuse

2. KEY CONTACTS

Designated Safeguarding Leads:

Ms Rivka Benarroch (Boys)
r.benarroch@hasmonean.co.uk
ext 263

Mrs Laura Waugh (Girls)
l.waugh@hasmonean.co.uk
ext 316

Deputy Designated Safeguarding Leads: Mrs Katherine Brice (Girls)
k.brice@hsmonean.co.uk

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

Ms M Liley (Girls)
m.liley@hsmonean.co.uk

Mrs Debbie Lebrett (Boys)
d.lebrett@hsmonean.co.uk

Mr Avi Markiewicz (Boys)
a.markiewicz@hsmonean.co.uk

Chair of the Local Governing Body: Y. Halberstadt (Boys) contactable via
l.oskis@hsmonean.co.uk

S. Blumgart (Girls) contactable via
l.oskis@hsmonean.co.uk

Safeguarding Governor: M. Zeltser contactable via
l.oskis@hsmonean.co.uk

3. INDIVIDUAL SAFEGUARDING ARRANGEMENTS

1. Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in Section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and Deputy Designated Safeguarding Lead), know who are the most vulnerable children. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Hasmonean High School Multi-Academy Trust will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Ms Rivka Benarroch.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions which put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Hasmonean High School Multi-Academy Trust will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID-19, Hasmonean High School Multi-Academy Trust or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Hasmonean High School Multi-Academy Trust will encourage our vulnerable children and young people to attend school, including remotely accessing school if needed.

2. Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical keyworkers and vulnerable children on school premises, we will ensure appropriate support is in place for them.

Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead if they have any concerns.

3. Attendance monitoring

Local Authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Due to the current virtual nature of the school the Designated Safeguarding Lead and team will complete weekly phone check-ins.

The Designated Safeguarding Lead will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

4. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Hasmonean High School Multi-Academy Trust Children Protection & Safeguarding Policy, which includes making a report via CPOMS. CPOMS can be accessed remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher of the appropriate school either by email or phone.

Concerns around the Headteacher should be directed to the CEO, Andrew McClusky, or in his absence to the Chair of Governors, Gary Swabel.

Hasmonean High School Multi-Academy Trust will continue to offer support in the process of managing allegations.

5. Safeguarding training and induction

Designated Safeguarding Lead training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 measures are in place, a Designated Safeguarding Lead (and Deputy Designated Safeguarding Lead) who has been trained will continue to be classed as a trained Designated Safeguarding Lead (and Deputy Designated Safeguarding Lead) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2020). The Designated Safeguarding Lead should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Hasmonean High School Multi-Academy Trust, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding

children during the COVID-19 pandemic and will accept portability, as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Hasmonean High School Multi-Academy Trust recruitment and HR leads (Miss Jo Grant and Mrs Lulu Oskis) that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of Designated Safeguarding Lead arrangements.

6. Safer recruitment/volunteers and movement of staff

It remains essential that people who are deemed unsuitable to work with children are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Hasmonean High School Multi-Academy Trust will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Hasmonean High School Multi-Academy Trust will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE 2020.

Hasmonean High School Multi-Academy Trust will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KICSIE 2020 and the TRA's teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Hasmonean High School Multi-Academy Trust will continue to keep the single central record (SCR) up-to date as outlined in paragraphs 148 to 156 in KCSIE.

7. Online safety in school

Hasmonean High School Multi-Academy Trust will continue to provide a safe environment, including online. This includes the use of an online filtering system. In the

Autumn term, Chromebooks will be distributed to all pupils in school to enable blended learning, Light Speed Systems will be added to all Chromebook ensuring that the devices are used safely in and out of school.

8. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection & Safeguarding Policy and, where appropriate, referrals should still be made to children's social care and, if required, the police.

If students are working virtually from home due to Covid-19 isolation guidance, parents are required to monitor and supervise their children's online activity, ensuring their safety.

Any online teaching should follow the same principles as set out in the Hasmonean High School Multi-Academy Trust code of conduct.

Hasmonean High School Multi-Academy Trust will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Below are some things that staff should consider when delivering virtual lessons, especially where webcams are involved:

- 1:1 sessions, groups only. The exception to this is SEN work and counselling sessions which both parents and SLT have been informed and consented to.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Hasmonean Multi-Academy Trust to communicate with pupils.
- Staff should record the length, time, date and attendance of any sessions held.

During the Autumn 2020 term, up to date Online Safety training will be delivered to all stakeholders across Hasmonean MAT.

9. Supporting children not in school

Hasmonean High School Multi-Academy Trust is committed to ensuring the safety and wellbeing of all its children and young people.

Where the Designated Safeguarding Lead has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that in times of isolating due to Covid-19 a robust communication plan is in place for that child or young person. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of any contact made with vulnerable students must be recorded on CPOMS.

Hasmonean High School Multi-Academy Trust and its Designated Safeguarding Lead will work closely with all stakeholders to maximise the effectiveness of any communication plan. These plans must be reviewed regularly and where concerns arise, the Designated Safeguarding Lead will consider any referrals as appropriate.

The school will share safeguarding messages on its website and Pastoral Check-in pages on Google Classroom.

Hasmonean High School Multi-Academy Trust recognises that school is a protective factor for children and young people, and the ongoing uncertainty of the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Hasmonean High School Multi-Academy Trust need to be aware of this in setting expectations of pupils' work where they are at home isolating due to Covid-19.

10. Supporting children in school

Hasmonean High School Multi-Academy Trust is committed to ensuring the safety and wellbeing of all its students.

Hasmonean High School Multi-Academy Trust will refer to the government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing, mask wearing and other measures to limit the risk of spread of COVID-19.

Hasmonean High School Multi-Academy Trust will continue to be a safe space for all children to attend and flourish. The Headteachers will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate to maximise safety.

Should Hasmonean High School Multi-Academy Trust have to close due to Covid-19, it will ensure that where we care for children of critical keyworkers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Hasmonean High School Multi-Academy Trust has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – the

Headteachers will discuss their concerns immediately with the Hasmonean High School Multi-Academy Trust CEO and the Safeguarding Governor.

11. Peer on Peer abuse

Hasmonean High School Multi-Academy Trust recognises that if a closure of bubbles or whole school, a revised process may be required for managing any report of peer on peer abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in KCSIE 2020 and of those outlined within the Child Protection & Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Reviewed by: Stone King

Reviewed by Maxine Zeltser (Safeguarding Governor)

Approved by the Trust Board Dec 2020

Next Review: Dec 2021