

HASMONEAN MULTI-ACADEMY TRUST



# SAFEGUARDING AND CHILD PROTECTION POLICY

**Chair of the Trust Board**

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**Chair of the Local Governing Body:**

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**Safeguarding Governors:**

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**Designated Safeguarding Leads:**

Mrs Laura Waugh (Girls)  
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Ms Rivka Benarroch (Boys)  
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[Ms Rejoice Lamina \(Boys\)](mailto:r.lamina@hasmonean.co.uk)  
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**Deputy Designated Safeguarding Leads:** Mrs Katherine Brice (Girls)  
[k.brice@hasmonean.co.uk](mailto:k.brice@hasmonean.co.uk)

Mrs Charlotte Valencia (Girls)  
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Mrs Miriam Langdon (Boys)  
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Mrs Lisa Serfaty (Boys Belsize)  
[l.serfaty@hasmonean.co.uk](mailto:l.serfaty@hasmonean.co.uk)

Mr Nathan Heddle (Boys)  
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**Designated Looked After and previously  
Looked After Lead**

Ms Rejoice Lamina (Boys)  
[r.lamina@hasmonean.co.uk](mailto:r.lamina@hasmonean.co.uk)

Mrs Louise Yaros (Girls)  
[l.yaros@hasmonean.co.uk](mailto:l.yaros@hasmonean.co.uk)

**Out of Hours:**

MASH Contact details 020 8359 4066

The MASH operates Monday–Thursday 9am to 5.15pm and 9am to 5pm on Fridays. Outside of these hours care and welfare concerns about children and young people that require an immediate response should be reported to the Emergency Duty Team

on **020 8359 2000**. Where an emergency response is required, at any time, the police should be called.

**Community Safeguarding Support:**

Please refer to **section 6** for **LOCAL SUPPORT AND EXTERNAL CONTACT 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 comprises two schools namely Hasmonean High School for Girls and Hasmonean High School for Boys; the term 'school' in this Policy refers to either or both schools, as appropriate and as the context requires. The term 'Local Governing Body' refers to the Local Governing Body of each or both schools, as appropriate.

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 their sex, gender reassignment, disability, race, religion or belief, pregnancy or maternity or sexual orientation, have equal rights to protection (Equality Act 2010)
- 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 any vulnerability in children and act on any concern in accordance with this policy (Equality Act 2010)

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 (LSCP).

## 2. CONTEXT AND REVIEW ARRANGEMENTS

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation:

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
  - Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- [Updated] DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- [New] DfE (2022) 'Working together to improve school attendance'
- [New] DfE (2023) 'Meeting digital and technology standards in schools and colleges'

- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance' This policy also takes into account the procedures and practice of Barnet Local Authority and the LCSP (<http://www.londoncp.co.uk>).

All safeguarding policies are reviewed and updated on an annual (minimum) basis by the Local Governing Body, which has responsibility delegated from the Trustees for oversight of school safeguarding and child protection systems.

The Proprietor will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to online safety and filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks its pupils face.

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 ordinarily receive personal data (including 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 2023 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 Hasmorean 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):

- Abuse
- 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 abuse ;
- 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;
- child on child abuse;

- 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;
- students with family members in prison

See **Section 7** below for types and signs of abuse.

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 SCHOOL 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 Hasmorean’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below (for further details please see Hasmorean’s website where copies of most of the policies are available for download or contact the relevant school office):

- Anti-Bullying;
- Child on Child Abuse;
- Self- Harm and Suicide (See Appendix 7);
- Health and Safety Policy;
- Behaviour Policy;
- Special Educational Needs and Disability (SEND) Policy;
- Equality Policy;
- Educational Visits Policy;
- Relationships Education/ Relationships and Sex Education 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.

#### **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 and Trustees have read and will follow KCSIE 2023. Additionally, governors are aware of the requirements placed on them by the Human Rights Act 1998 and the Equality Act 2010 (which includes the Public Sector Equality Duty) and what these mean in

practice. 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.

Hasmonean’s governors for safeguarding are Mrs Esther Ollech (boys) and Mrs Philippa Gubbay (girls); they are the board-level leads designated to take a lead in relation to responsibility for the safeguarding arrangements in both schools. They 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, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt. Both safeguarding governors ensure that the schools draw on the expertise of staff, including the DSL(s), in shaping the schools safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the schools will work with the Local Authority Designated Officer to determine whether there are any improvements to be made to the school procedures or practices to help prevent similar events in the future. For further information, please refer to KCSIE 2023 part four.

The Local Governing Body, Trustees, CEO, Headteachers and Leadership Teams will ensure that the DSLs are properly supported in their role at a time and resource level.

## 5.1 Designated Safeguarding Leads (DSLs)

**Contact details of the DSLs and Deputy DSLs can be found at the start of this policy.**

Each school has appointed members appropriate adults from the senior leadership team (Ms Rivka Benarroch, Assistant Headteacher - Boys’ and Mrs Laura Waugh, Assistant Headteacher - Girls’) and Ms Rejoice Lamina 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 their school.

The DSLs will undergo appropriate and specific child protection training at least every two years to provide them with the knowledge and skills required to carry out their role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the London Safeguarding Children Partnership approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of *KCSIE*. This training will be approved by and meet the standards as required by the LSCP. In addition to their formal training, the DSLs’ training 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. In particular, the schools will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

Hasmonean has appointed additional staff to deputise for the DSLs to ensure there is the required cover for the role at all times: Boys: Mrs Miriam Langdon- Headteacher and Mr C. Wiltshire/Lisa Serfaty

Girls: Mrs Katherine Brice, Headteacher, Mrs Charlotte Valencia and Mrs Charmaine Macneill. Reports should be made to these persons in the absence of the DSL.

During term time, the DSL or a Deputy DSL will always be available in person (during school hours) for staff in the school to discuss any safeguarding concerns. If a DSL or Deputy DSL is not available in person, they can be contacted via email. For out of hours/out of term activities, Hasmonean's arrangements are that the DSL or Deputy DSL can be reached via email.

Deputy DSLs have been trained to the same standards as DSLs. Such training includes topics such as Prevent and harmful sexual behaviours.

Whilst the Headteacher should ensure that the policies and procedures adopted are understood and followed by all staff, and the Trustees are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated. This also means that 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:**

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.

Ensure all staff are appropriately trained on safeguarding issues

Ensure there is full and timely safeguarding induction for all staff including those who are agency contracted.

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- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. NB: Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To MASH where abuse and neglect are suspected, and support staff who make referrals to MASH.
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.



- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker.
  - Understanding the academic progress and attainment of these pupils.
  - Maintaining a culture of high aspirations for these pupils.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
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- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.
- The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Full details about the role of the DSLs can be found in Annex C of KCSIE 2023.

## 5.2 Role of members of staff

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

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 in accordance with the procedures in this policy.

### 5.3 Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.
- Duty to report: as a member of Staff, you must immediately follow this policy to report any concerns you have about the conduct of a member of Staff or any other adult (which could include adults not employed by the Academy).

### 5.4 The headteacher has a duty to:

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- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The Head is responsible for the overall management of the School and for the management of concerns and allegations about staff.

### 5.5 The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.

- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

#### **5.6 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 any vulnerabilities) for keeping themselves and others safe, including online.

#### **5.7 Parents and Carers**

Parents/carers have a responsibility to:

- read the relevant Hasmonian policies and procedures, encouraging their children to adhere to them and adhering to them themselves where appropriate;
- discuss safeguarding issues with their children, support Hasmonian 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 Hasmonian, 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 welcome booklet and on our website will inform parents and carers about our safeguarding duties and responsibilities. Students and parents can obtain a copy of this Policy and other related policies on request and can view them via the school website.

#### **5.7 Virtual School Heads**

Statutory guidance on promoting the education of looked-after and previously looked-after children contains information on the roles and responsibilities of virtual school heads. In addition to their statutory duties, the role of virtual school heads includes a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

#### **5.7. Looked after and previously looked after children**

The individual responsible for the welfare of looked after and previously looked after children is Mrs Louise Yaros (Girls) and Mrs Laura Waugh (boys), who will promote the educational achievement of these students in line with the duties set out in the statutory guidance *'The designated teacher for looked-after and previously looked-after children'* (February 2018). Hasmonian ensures that the designated member of staff receives appropriate training in order to carry out their role.

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

**Barnet Safeguarding Lead**

Liam Foote 020 8359 7743

**Barnet Children's Social Services (MASH)**

Duty team tel: 020 8359 2000

020 8359 4066 / 2000

**Contact details for the Local Authority Designated Officer**

**(LADO)** [LADO@barnet.gov.uk](mailto:LADO@barnet.gov.uk)

020 8359 4528

**Youth & Family Service**

Sally Bye

020 8359 2675

**Support and Advice about Extremism Police:**

Emergency: 999 / Non-emergency: 101

**Local Authority: Barnet**

**Name:**

Ameilcah Clarke

[Ameilcah.Clarke@Barnet.gov.uk](mailto:Ameilcah.Clarke@Barnet.gov.uk)

**Department for Education:**

**Non-emergency:** 020 7340 7264

Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

**NSPCC Whistleblowing Advice Line**

ADDRESS: Weston House

42 Curtain Road

London

EC2A 3NH

TEL: 0800 028 0285

EMAIL: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**NSPCC Report Abuse in Education Advice Line**

TEL: 0800 136 663

EMAIL: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Disclosure and Barring Service**

ADDRESS: DBS customer services

PO Box 3961

Royal Wootton Bassett  
SN4 4HF  
TEL: 03000 200 190  
EMAIL: [customerservices@dbb.gov.uk](mailto:customerservices@dbb.gov.uk)

**Teaching Regulation Agency**

ADDRESS: Teacher Misconduct  
Ground Floor South  
Cheylesmore House  
5 Quinton Road  
Coventry CV1 2WT  
TEL: 0207 593 5393  
EMAIL: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

**OFSTED Safeguarding Children**

TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm)  
EMAIL: [CIE@ofsted.gov.uk](mailto:CIE@ofsted.gov.uk)

**Contact details for Barnet Virtual (For Looked after children)**

Executive Head Teacher: [paul.whitcombe@barnet.gov.uk](mailto:paul.whitcombe@barnet.gov.uk)  
Head Teacher: [sarah.deale@barnet.gov.uk](mailto: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 KCSIE 2023 and *'What to do if you are worried a child is being abused'* 2015.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. When referring to abuse, it must be considered that 'Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on

children of all forms of domestic abuse.’ (KCSIE 2023). “Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.” Domestic Abuse Act 2021

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. Technology may be used to facilitate offline abuse. 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**

Induction and training are in line with advice from LSCP.

All new staff will be provided with induction training that includes:

- the safeguarding and child protection policy (including the procedures to deal with child on child abuse);
- school responsibilities, the school child protection procedures including in relation to online safety, safe working practice and external reporting mechanisms;
- the role and identity of the DSL and Deputy DSLs;



- the behaviour policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- the Staff Behaviour Policy including the whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media. 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 safeguarding response to children who are absent go missing from education, particularly on repeat occasions and/or prolonged periods;
  - the School's approach to online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
- 
- a copy of Part one of *KCSIE* at least (or, for staff that do not work directly with children, Annex A);
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE* (and Part five of *KCSIE*).
- 

Copies of the above documents are provided to all staff during induction.

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

All staff are also required to:

- Read at least Part one of *KCSIE* (or, for staff that do not work directly with children, Annex A) and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes at INSET and Smartlog.
- Understand key information contained in Part one (or, for staff that do not work directly with children, Annex A) of *KCSIE*. (*This information is retained on the school's Online Training Management System (Smart Log) alongside information regarding Staff Safeguarding Training and is available on the Single Central record*).
- Receive training in safeguarding and child protection regularly, in line with advice from the LSCP. All staff are aware that children may not be ready to disclose abuse and may not know they are experiencing abuse/neglect. Training will include online safety which should, amongst other things, include an understanding of the filtering and monitoring systems and processes in place in the school and harmful sexual behaviours (including child-on-child sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. Staff are also made aware of behaviours linked to the likes of drug taking, alcohol abuse, truanting and child on child abuse such as bullying, sexting, sexual abuse and sexual harassment can put children in danger. All staff are to receive additional training to take account of all additional responsibilities and safeguarding areas that have been incorporated to *KCSIE* 2023.

-

- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The school provides these via, for example, inset training, staff meetings and briefings and e-bulletins.

All staff safeguarding and child protection training enables staff 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.

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.

All members of the Local Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis. The Local Governing Body and school leaders will read and follow the entirety of KCSIE.

## 9. SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice / Staff Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable, possibly humiliated 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).

Use of reasonable force may be used to control or restrain a student in specific circumstances. Teachers and any other member of staff authorised by the Headteacher have a statutory power to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following: committing an offence; injuring themselves or others; damaging property; and prejudicing the maintenance of good order and discipline at the school. 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.

Any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must consider any disability or SEN that the student may have. 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 safeguarding and child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

Hasmonean 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 their knowledge, skills and expertise remain up to date.

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 safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the school whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the school.

The Local Governing Body and Leadership Team are responsible for ensuring that the school follows safer 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 Hasmonian's Safer Recruitment Policy February 2020.

The Trustees and 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.

Hasmonean’s protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriately supervised are set out in Hasmonean’s Safer Recruitment Policy.

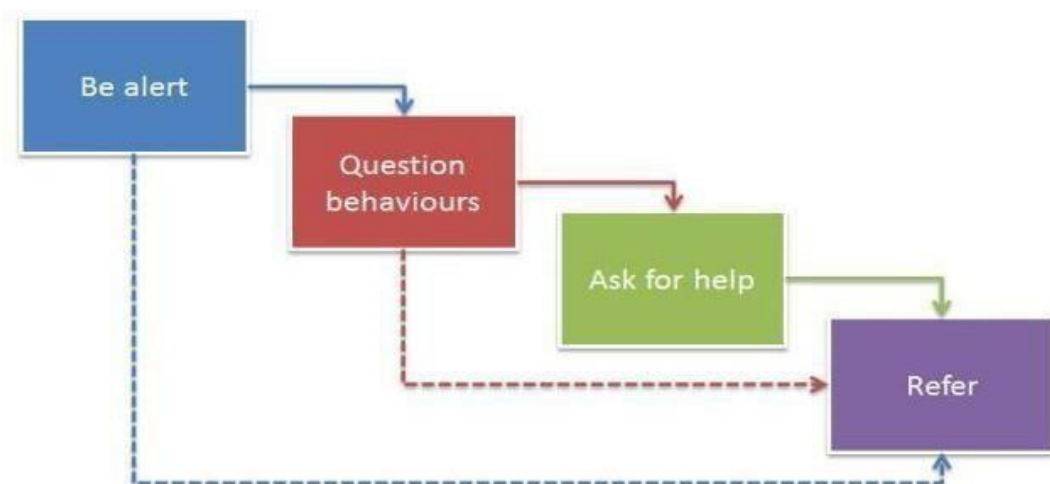
Hasmonean’s procedures for managing contractors attending the school site are set out in Hasmonean’s Safer Recruitment Policy.

## 12. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Hasmonean adheres to the LSCP, London Child Protection Procedures and Practice Guidance (2019) ([www.londoncp.co.uk](http://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.

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. If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. **Note that if a child is in immediate danger or is at risk of harm, a referral should be made immediately to the Local Authority children’s social care team and/or the police without delay.**

Where there is a safeguarding concern, the school will ensure the student’s wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The school manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The school operates its processes with the best interests of the student/s at heart.

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).

New referrals to services will be made using the agreed Barnet 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) may 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 usually be informed and consent to this will be sought unless there is a good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as the Local Authority children's social care team and/or the police, who would take the lead in deciding when they should be informed.

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 LSCP procedures and DSLs may request support via the Barnet Safeguarding Lead (where appropriate).

### **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside school. All staff, but especially the DSL and the deputies, should consider the context within which such incidents and/or behaviours occur. The school will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will share as much information with the Local Authority Children's Social Care team as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

### **Early Help**

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation

- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending;
- Is experiencing, or is at risk of experiencing family ostracism
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;  Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the LSCP referral threshold document. 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 DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.

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

### **What staff should do if they have concerns about a child**

If staff (including trustees, governors, supply staff, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the school's DSL to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press the Local Authority children's social care team for reconsideration. Staff should challenge any inaction and follow this up with the DSL and the Local Authority children's social care team as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

### **What staff should do if a child is in danger or at risk of harm**

**If staff (including trustees, governors, supply staff, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to the Local Authority children's social care team and/or the Police. Anyone can make a referral.** Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next

steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and the Local Authority children's social care team as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

#### **What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the school's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to the Local Authority children's social care team depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or follow local procedure submitting a referral form to MASH or call Perryn Jasper directly. Advice and support can also be sought from children's social care.

The school, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Headteacher, DSL and Deputy DSLs and governor responsible for safeguarding to ensure the school's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

#### **What staff should do if they discover an act of Female Genital Mutilation ("FGM")**

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve the Local Authority children's social care team as appropriate. Staff are referred to **Appendix 2** of this policy for the procedure to be followed where they suspect that a student may be at risk of FGM.

#### **What staff should do if they have concerns that children are at risk from or involved with serious violent crime?**

All staff should be aware of 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 or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the school's DSL to agree a course of action, although staff can make a direct referral to children's social care.

#### **How should staff respond to an incident of nudes and semi-nudes being shared by students?**

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a student or of a student, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" (December 2020) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the student unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as the Local Authority children's social care team and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the safeguarding and behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to the Local Authority children's social care team and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Headteacher. Records will be kept in line with statutory requirements set out in *KCSIE* and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

### **What staff should do if a child is absent from education?**

Children who are absent from education, particularly persistently and/or for prolonged periods can be a vital warning sign to a range of safeguarding issues, including abuse, neglect, sexual abuse and child sexual and/or criminal exploitation, including involvement in county lines. It is therefore important that the school's response to such absence supports identifying such abuse and helps prevent the risk of further absences in the future. The school's procedures for unauthorised absence and for dealing with children who go missing from education are located in the Attendance and Punctuality Policy.

Where reasonably possible, the school will hold more than one emergency contact number for each student to provide the school with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

The school will report to Barnet a student who fails to attend school regularly or has been absent from school without the school's permission for a continuous period of 10 school days or more.



### **What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)?**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **What staff should do if a child requires mental health support?**

The school has an important role to play in supporting the mental health and wellbeing of its students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our students.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE *Mental Health and Behaviour in Schools* guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people.

### **What staff should do if they have safeguarding concerns about another staff member?**

If staff have safeguarding concerns about another staff member (including supply staff, agency staff, volunteers and contractors), then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors or Chair of Trustees. In the event of allegations of abuse being made against the Headteacher, staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff, agency staff, volunteers, and contractors) and refer the matter directly to the designated officer(s) at Barnet.

### **What staff should do if they have concerns about safeguarding practices in the school?**

The school aims to ensure there is a culture of safety and raising concerns. Where staff have concerns about poor or unsafe practices and potential failures in the school's safeguarding systems, these should be raised in accordance with the school's whistleblowing procedures [which can be found in the MAT's Whistleblowing Policy]. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. It is however a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

If staff and volunteers feel unable to raise an issue with the school or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found in **Section 6** of this policy.

### **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 any 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. Information is kept confidential and stored securely on CPOMS; ensure it is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of *KCSIE*.

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. If members of staff are in any doubt about record keeping requirements, they will discuss this with DSLs.

Safeguarding records are also 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, subject always to compliance with data protection law. All safeguarding records will be forwarded to a child's subsequent school/setting (separate to the main student file).

### **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 Hasmonean 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**.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the DSL.

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 (such as from external agencies and professional legal advisors) prior to disclosure of any information, to ensure the sharing of information is lawful and the integrity of any investigations is maintained.

## 16. COMPLAINTS

Hasmonean has a separate complaints procedure available to parents, students and members of staff who wish to report concerns. This can be found on the Hasmonean website and on the staff network.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Allegations against a member of staff or volunteer will be managed in accordance the procedures set out in this policy.

## 17. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS INCLUDING SUPPLY STAFF AND OTHER STAFF (INCLUDING THE HEADTEACHER, GOVERNORS, TRUSTEES AND CONTRACTORS)

Hasmonean recognises that it is possible for staff, including supply staff, contractors and volunteers who are currently working in the school (whether in a paid or unpaid capacity) to behave in a way that may pose a risk of harm to children. The following procedures apply when staff (including volunteers) have (or are alleged to have):

- behaved in a way that has harmed a child, or may have harmed a child; and/or

- possibly committed a criminal offence against or related to a child; and or
- behaved towards a child or children in a way that indicates he or she *may* pose a risk of harm to children if they were to work regularly or closely with children; and/or
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children, including behaviour that may have happened outside of school.

Allegations that do not meet the above harms test should be dealt with using the school's procedure for handling low level concerns set out below.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with the children's social care team and the Police.

If an allegation is made against anyone working with children in the school, before contacting the LADO, the school will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The school should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

When dealing with allegations about a staff member the school will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will support the person subject to the allegation.

1. Concerns or details of such allegations which appear to meet the above reporting criteria should be referred immediately to the 'case manager' who is the relevant Headteacher (i.e. either Hasmonian High School for Girls or Hasmonian 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 who will act as case manager. 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. However, staff may consider discussing any concerns with the DSL and may make any referral via them (unless the concern relates to the DSL).
2. 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 discuss the nature, content and context of the allegation and agree further action, including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the school's attention and appear to meet the criteria or that are made

directly to the Police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.

3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the designated officer and make a risk assessment of the situation. It may be necessary for the designated officer to make a referral to children's social care.
4. When to inform the individual who is the subject of the allegation will be considered on a case by case basis and with guidance from the designated officer, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the school or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
  - redeployment within the school so that the individual does not have direct contact with the child or children concerned;
  - providing an assistant to be present when the individual has contact with children;
  - redeploying to alternative work in the school so the individual does not have unsupervised access to children;
  - moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes account of their views. It should be made clear that this is not a punishment and parents have been consulted; or,
  - temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

Alternatives allow time for an informed decision regarding the suspension; this will, however, depend upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the designated officer, *WT* and *KCSIE* when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day, and will ensure they know who their point of contact is in the school and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

6. Where further enquiries are required to enable a decision about how to proceed, the designated officer and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken

by a senior member of staff at the school. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.

7. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from the Local Authority children's social care team or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.
8. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person who is the subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
9. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
10. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The school has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
11. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the school's safeguarding procedures or practices to help prevent similar events in the future.

The school has a duty of care to its staff, and whilst the welfare of a child is paramount, the school must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The school will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE 2023 and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to the Local Authority children's social care team may be appropriate. If a report is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against a student who made it in accordance with the school's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

For all cases, where the allegation concluded to be unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

#### **ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE ABOUT SUPPLY TEACHERS AND CONTRACTED STAFF**

Hasmonean's procedures for managing allegations against staff above also apply to staff not directly employed by the school, for example, supply teachers provided by an employment agency or business ('the agency'). The school will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The school will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The school will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, the school should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

**ARRANGEMENTS FOR DEALING WITH LOW LEVEL CONCERNS OR ALLEGATIONS (I.E. THAT DO NOT MEET THE HARMS TEST) ABOUT TEACHERS AND OTHER STAFF (INCLUDING THE HEADTEACHER, GOVERNORS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)**

A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The school takes all concerns about safeguarding seriously and recognises that addressing even low level concerns is important to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

The school's staff behaviour policy aims to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place students or staff at risk of harm or of allegation of harm to a student. All staff are expected to comply with the standards contained within this policy at all times.

Staff must share all concerns with the Headteacher without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. Where a low-level concern is raised about the Headteacher, it should be referred to the Chair of the Trust Board.

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Headteacher will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way.

The school will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing in a Staff Concerns file. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for the required time as per the Trust's record retention policy or until the individual has left employment, whichever is longer. Where a concerning pattern emerges, the file will be referred to the LADO.



Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The school will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the school's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the designated officer.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

## **18. ALLEGATIONS AGAINST STUDENTS: CHILD ON CHILD ABUSE**

Hasmonean recognises that young people are capable of abusing their peers. Hasmonean is mindful that some potential issues may be affected, for example, by the gender, age, ability and culture of those involved. Hasmonean has a zero-tolerance approach to child on child abuse.

Child on child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Child on child 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.

The arrangements below apply to all reports and concerns of child on child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. 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". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". The school also recognises the gendered nature of child on child 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. Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

As set out in both the Boys School and Girls School 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, as appropriate. Any sanction may include permanent or fixed term exclusion from school. For further information on sexting, please see the [UKCISS guidance](#).

Hasmonean acknowledges that even if there have been no reported cases of child on child abuse in relation to students within the schools, such abuse may still be taking place and is simply not being reported. The schools will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the school will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

Hasmonean recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the student is likely to feel that the member of staff is in a position of trust. Hasmonean also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the school's policy and procedures with regards to child on child abuse, and can recognise the indicators and signs of child on child abuse and know how to identify it and how to respond to reports.

Hasmonean recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

Hasmonean recognises that LBGTO students and children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The school will consider extra pastoral support for those children through the Pastoral teams. Hasmonean also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

In minimising the risk of child on child 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.

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the school's Anti-Bullying and Behaviour policies:

A student against whom an allegation of abuse has been made may be suspended from the school during the investigation. The school will take advice from the LCSP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator(s). If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the LCSP, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from LCSP and/ or the Police as appropriate. The school will have regard to the procedures set out in *KCSIE* at all times.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL decides to make a referral to the Local Authority children's social care team and/or a report to the police against a victim's wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help, and may make the necessary referral in accordance with the LCSP referral process.

Hasmonean's approach to sexting follows the DDMSC / UKIS guidance "*Sharing nudes and seminudes: advice for education settings working with children and young people*" (December 2020) when responding to an allegation that nudes and/or semi-nudes have been shared.

#### Students who have experienced child on child abuse

Hasmonean 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).

Hasmonean 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

Hasmonean 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, where appropriate and following consultation with external agencies such as the Police, to help change the attitude and behaviour of the student; and
- sanctioning them in line with the Girls and Boys school Behaviour Policy, on a case by case basis.

### The school's response to allegations of child on child abuse

Any staff member who has been told by a student that they have been subject to child on child 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.

In the event of disclosures about child on child abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by Pastoral and Safeguard team and support from external agencies will be sought, as appropriate. The school will ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise'

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

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

In cases of sexual violence, the DSLs will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis (see Appendix 6). The risk and needs assessment should consider:

- the victim;
- whether there may have been other victims;
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the school especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

All risk assessments will be recorded (written or electronic) and kept under review.

In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The school will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The school acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL will consider the risks posed to students and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises (including during any before or after school-based activities), and school transport. The school will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

The school will keep a written record of all concerns, discussions and decisions made.

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.

The school will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the school's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the school will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to the Local Authority children's social care team may be appropriate. If a report is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the school's behaviour policy.

Further information about Hasmorean's response to allegations of abuse against students can be located in the Anti Bullying and Behaviour Policies. Hasmorean is committed to working with the wider community and local safeguarding partners and local/national organisations to provide further support or specialist advice and guidance. It is also aware of and will follow published local Barnet protocols for assessment and the LSCB procedures([www.londonscb.gov.uk](http://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**

Hasmorean 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 recognises 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 to learn about

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Additionally, Hasmonean will 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. Hasmonean also ensures that all students are taught about safeguarding, including online safety, through the curriculum and PSHE to help children to adjust their behaviours, both inside and outside of school, in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Hasmonean recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

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 Hasmorean that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Hasmorean 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 Part One of KICSE 2023 regarding Online Safety and Filtering. The school will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE.

Hasmorean will ensure that appropriate filtering (LGFL and Lightspeed) and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material online, accessing school systems and internet provision. Daily emails are sent to appropriate pastoral members of staff to alert them of any concerning or dangerous online behaviour, which is then followed up. 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. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate, misogynistic, misandrist or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images. Hasmorean recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected.

Hasmorean 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 Hasmorean's control such as mobile phones and other internet enabled devices and technology.

Hasmorean 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. Internet safety (including when children are online at home) is an integral part of the school's ICT curriculum and also embedded in PSHE and Relationships Education and/or Relationships and Sex Education ("RSE").

Further detail of Hasmonian's policy and procedures in relation to online safety, which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring can be found in the E-Safety Policy and Mobile Policy which also includes detail on the use of mobile and smart technology in school, including the school's management of the associated risks, and the school's IT arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the school's systems. These systems will be reviewed periodically.

## **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, Headteachers 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 (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the other body on these matters where appropriate. Hasmonian will ensure that safeguarding requirements are included in any transfer of control agreement, as a condition of use and occupation of school premises, and that failure to comply with this would lead to termination of the agreement.

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

All lettings by organisations which have not previously used the school will also be scrutinised to check that the organisation does not promote radicalisation. The premises manager will undertake a Google search and then refer the booking for sign off by the CEO, the Menahel (Religious principal) or one of the Headteachers.

Although this policy directly relates to those who work for the Academy, the Academy recognises that its safeguarding role extends to the protection of everyone associated with it, including adults who do not work for the Academy.

Concerns involving individuals/organisations using Academy premises: where the Academy receives an allegation relating to an incident that happened when an individual or organisation was using the premises for the purposes of running activities for children (e.g. community groups, sports associations, or service providers that run extra-curricular activities) it will follow its own safeguarding policies and procedures, including informing the LADO.

## **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 with 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.

Hasmonean 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, Trustees and the CEO**

While the Trustees may delegate duties to members of the Local Governing Body, CEO and members of the senior leadership team, overall responsibility for ensuring the schools safeguarding and child protection policy and procedures are compliant rests with the **Trustees**.

### **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;
- there is an up-to-date safeguarding and child protection policy and procedures which are consistent with LSCB requirements and statutory guidance, 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 supply staff and other staff (and the Headteacher, Governors, Trustees, volunteers and contractors);
- that there are adequate procedures in place for the reporting and following-up of low-level concerns;
- 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 as set out in this policy;
- 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;
- there is robust reviews of the schools information sharing processes around transition: ensure DSLs and DDSLs are aware of the 5-day window in which a child protection file should be shared with the receiving setting;
- that there is a process by which any learning can be identified from cases where allegations have been found to be unfounded, false, malicious or unsubstantiated and can lead to improvements

**The CEO has the responsibility to ensure:**

- that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- that sufficient time and resources are allocated to enable the DSL and their deputies to carry out their roles effectively, including the assessment of students 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 Hasmorean's whistleblowing procedures; and
- that child's safety and welfare is addressed through the curriculum.

## APPENDIX 2: Categories of Abuse

All school staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another; therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

**In all cases, if staff are unsure, they should always speak to the DSL (or deputy).**

**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' 2023 and staff who have direct contact with students 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. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child on child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

### 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

**Sexual harassment:** is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the *SVSH* advice.

**Child-on-child sexual violence and/or harassment:** Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the *SVSH* advice.

**Sharing of nudes and/or semi-nudes:** the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled.

**Upskirting:** is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

**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 B of Keeping Children Safe in Education 2023)

### Specific safeguarding issues

Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child on child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children

missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

### **Children Absent from Education**

Hasmonean follows the Department for Education guidance on this matter: <https://www.gov.uk/government/publications/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 safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage.

Hasmonean has a procedure in place for responding to unauthorised or unexplained absences (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. Staff must follow the School's procedures for dealing with children who go missing, particularly persistently. The School's procedure for dealing with children who go missing can be found in the Attendance Policy.

School attendance registers are carefully monitored to identify any trends. The school will inform the local authority (and the local authority where the child is normally resident) of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The school shall inform the local authority of any student who is going to be added to or deleted from the school's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education;
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare. The school's policy supports identification of abuse and provides preventative measures against the risk of the child going missing in the future. This applies when issues are first emerging as well as where children are already known to the local authority children's social care team and need a social worker.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity



(a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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.

CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16- and 17-year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends,
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

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.

The DfE has published guidance on this entitled "*Child sexual exploitation: guide for practitioners*".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse. **Child criminal exploitation (CCE):** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive

ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions
- children who associate with other children involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late,
- children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

### **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 or self-harm or a significant change in wellbeing, or unexplained injuries. Unexplained new gifts or possessions can also indicate involvement with criminal gangs or networks. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

### **So called 'Honour based' violence**

Members of staff at Hasmore 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. Abuse committed in the context of preserving "honour" often

involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A student may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A student may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the student's return.
- A student is reluctant to undergo medical examination.

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. **If staff have a concern that a student may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.** 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**

Forced marriage is also a form of so-called "honour-based" abuse.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of 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](mailto: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** (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve the Local Authority children's social care team as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (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 it involves a student over 18, teachers should follow the school's local safeguarding procedures.

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.

Further information can be found in the *Multi-agency statutory guidance on female genital mutilation and the FGM resource pack*, particularly section 13.

### **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.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiarise themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent referral.

Every member of staff at Hasmonean recognises that safeguarding 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 Hasmorean 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

### **Private Fostering**

If a member of staff or volunteer at Hasmorean becomes aware that a student 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 KCSIE 2023.

**County lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of "deal line".

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;

- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

**Modern Slavery:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (June 2021)*".

**Cybercrime:** is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.gov.uk](https://www.ncsc.gov.uk).

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

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a

safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.

The DfE has published advice and guidance on *Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.

**Special educational needs and/or disabilities (SEND), or students with certain health conditions:**

Students with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

**Lesbian, gay, bi or trans ("LGBT"):** Children who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**Domestic abuse:** The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

**Homelessness:** Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a student may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

**Child abduction and community safety incidents:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

**Children and the court system:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

**Children with family members in prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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



**Note:** where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).

### 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 student that they have done the right thing in talking to you, and that their allegation/complaint will be taken seriously and that they will be supported and kept safe
- Ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- Reassure and alleviate guilt, if the student refers to it e.g. “you’re not to blame”
- Be honest and do not make promises you cannot keep e.g. “It will be alright now” □ **Do not promise confidentiality;** explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken
- Reassure the child that information will only be shared with those who need to know

### 3. React

- React to the student 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 student may have affection for him/her
- Do not ask the student 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

- All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. 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
- The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. Also record who was present when speaking with the child.
- 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
- The information should be kept confidential and any handwritten notes stored securely, ensuring that it is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of *KCSIE*.

**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](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Students

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

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

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://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](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

**Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parent Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: <https://www.getsafeonline.org/>

**Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://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](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>

**APPENDIX 6: Risk Assessment for students who have experienced harmful sexual behaviours.**

## SCHOOL SAFETY PLAN

During each phase of intervention, it is necessary to consider and respond to a number of areas that could contribute to further sexual behaviours occurring. The School Safety Plan is a set of external controls and limits designed to help school staff manage potential risk situations in the school environment. This plan should be developed and reviewed by workers undertaking the assessment and intervention in collaboration with school staff. It should be formally reviewed in risk management meetings.

Careful consideration should be given as to how to communicate the safety plan with the child/ young person and how this can be incorporated in their own safety plan. It is important that the child/ young person receives positive messages about the plan and that positive behaviours are supported.

Name of child/young person:

Date of birth:

Worker:

School:

School staff member:

Date Safety Plan agreed:

Date of review:

1. Staffing and structure For guidance about staffing and structure see Appendix A)

Staffing:

Structure:

2. In the classroom  
Rules required for the classroom:

3. Times out with classroom structure Rules required for toilet arrangements:

Rules required morning, afternoon and lunch breaks:

Rules required for PE:

#### 4. Risk Management Reviews

Are changes needing to be discussed at the next risk management review

YES

NO

If yes, please identify changes needing to be discussed below:

#### **Appendix A School Safety Plan: Staffing and Structure**

In considering staffing and structure it may be helpful to consider the following:

Staffing:

What staff are involved in teaching / supporting the child/ young person?

Who is aware of concerns about their problem sexual behaviours?

Do other staff need to be made aware and if so how will this be managed?

What is the current level of supervision and is this appropriate?

Is the level of supervision required achievable in the current circumstances?

Are all staff aware of the level of supervision required?

Who is responsible for discussing the child/ young person's risks and needs to other staff?

Structure:

Are there areas within the school and grounds that are unsupervised?

Are there any other building issues that may increase risk? e.g. building works, nursery or primary school located in same building, communal play ground

#### **APPENDIX 7: Self-Harm & Suicide**

Hasmonean is aware that suicide is the leading cause of death in young people, and that we play a vital role in helping to prevent young suicide; we want to make sure that students are as suicide-safe as possible.

[This policy should be read alongside the schools' Child Protection and Safeguarding policy.](#)

Hasmonean acknowledges that:

Thoughts of self-harm and suicide are common, particularly among young people.

**Suicide is complex.** There are many contributory factors surrounding a suicide and reasons are often complex and individual to that person.

**Stigma inhibits learning.** We recognise that the stigma surrounding self-harm, suicide and other mental illness can be both a barrier to seeking help and a barrier to offering help. We are dedicated to tackling suicide stigma.

**Self-Harm and Suicide is everyone's business**, and we want to facilitate the reporting of any risks and concerns.

**Self-harm and suicide are difficult things to talk about.** Through the training of Youth Mental Health First Aiders and whole school awareness of mental ill health, we will provide adults in school who are able to identify when a student may be struggling with thoughts of suicide.

**Talking about suicide does not create or increase risk.** Contrary to common belief, this type of questioning does not encourage young people to pursue suicide ideation. Rather it signals that you care and that you are ready to talk to them about it. The opportunity to discuss feelings around suicide can provide a great relief.

We will endeavour to involve anyone from our community who has personal experience of self-harm and suicide; either having struggled themselves or supported someone with thoughts of suicide.

We will help to ensure an active person-centred self-harm and suicide prevention, and intervention policy.

- We have a named individual who is responsible for the design, implementation, and maintenance of this policy.
- We will endeavour to ensure that all our staff are self-harm and suicide aware. This means that all staff inductions will include self-harm and suicide awareness. We have provided a Suicide and Self Harm Toolkit developed by Essex Local Authority to provide further support to members of staff.  
[https://schools.essex.gov.uk/pupils/Emotional Wellbeing and Mental Health Information Portal for Schools/Documents/DS17 5950 SelfHarm Toolkit Digital.pdf](https://schools.essex.gov.uk/pupils/Emotional_Wellbeing_and_Mental_Health_Information_Portal_for_Schools/Documents/DS17_5950_SelfHarm_Toolkit_Digital.pdf)
- We will ensure that Staff are aware of their responsibilities around suicide prevention as outlined in our Safeguarding and Child Protection Policy and we will continue to reinforce the message to all staff that we **ALWAYS** believe children and young people.
- We will ensure that all students are self-harm and suicide aware through the delivery of class lessons/assemblies on mental ill health and a clear pathway for students to raise concerns to school staff.
- We will be aware of how we enhance the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances. School risk assessments are kept under review.
- We recognise that the need to protect someone's life overrides confidentiality and will report our concern to the Designated Safeguarding Lead or Mental Health Lead immediately, which may include contacting external agencies without delay.
- We will endeavour to put in place mechanisms which allow staff that have regular interaction with the students to be able to flag or review any concerns about the individual students, including suspected suicidal thoughts. Consideration will always be given to whether a referral should be made to CAMHs, MASH and/or Early Help, for example.
- When we identify a student at risk of self-harm or suicide we would inform the Designated Safeguarding Lead or Mental Health Lead and if a student is in crisis we would dial 999.

We will help to ensure a sensitive, and safe, suicide post provision

- We will work in partnership with the Local Authority in the event of a serious incident, whereby someone has attempted or died by suicide.
- We will also be mindful of the impact that supporting an inquest can have on staff and their wellbeing and will signpost to appropriate support both in school, via our Mental Health First Aider and external resources such as, Papyrus, Samaritans and QWELL counselling services.
- We will ensure that peers and school staff are supported and able to access services when self-harm or suicide has affected them
- We will ensure effective partnership working to support students returning to school after a serious incident of self-harm or attempted suicide, including Team Around the Child, whereby the child/young person is at the centre of decision making and determines who is best to support them in school.

**Reviewed by DSLs & VVV and ratified by the Trust Board  
To be reviewed annually December 2024**