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BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

CHILD PROTECTION POLICY AND PROCEDURES 2025 - 2026

Date of approval	September 2025
Date of next review	September 2026
Term of review	Annually
Committee Responsible	S&P Welfare
Prepared By	BMY
Signed by Chair of Governors A Topperman	

Changes Made	**Date**
Updated to reflect Salford LA Model policy	Oct 2022
Updated to reflect new KCSE 2023	Aug 2023
Updated to reflect new Working Together	Dec 2023
Updated to reflect new Prevent Duty Guidance	Dec 2023
Updated to reflect new KCSE 2024	Aug 2024
Updated to reflect new KCSE 2025 and moving MIS to Bromcom	Aug 2025

Child Protection Policy and Procedures

2025-2026

School: Beis Yaakov High School Academy

Named personnel with designated responsibility for safeguarding:

Designated safeguarding lead (DSL)	Mrs T Reznick	T.Reznick@byjhs.org
Deputy designated safeguarding leads (Deputy DSLs)	Mrs N Bor Mr B Myers	N.Bor@byjhs.org B.Myers@byjhs.org
Designated Looked After Children Lead	Mr B Myers	B.Myers@byjhs.org
Designated Lead for the Prevent Duty	Mr B Myers	B.Myers@byjhs.org
Nominated Governor for Child Protection	Mr Daniel Nissen	D.Nissen@byjhs.org
Chair of Governors	Mr A Topperman	A.Topperman@byjhs.org
Designated Mental Health Leads	Mrs L Feingold Mrs A Treblow	L.Feingold@byjhs.org A.Treblow@byjhs.org

Other useful contacts:

THE BRIDGE PARTNERSHIP SALFORD	Child Protection referrals for Salford residents	0161 603 4500 worriedaboutchild@salford.gov.uk
BURY MULTI-AGENCY SAFEGUARDING HUB (MASH) TEAM	Child Protection referrals for Bury residents	0161 253 5678 0161 253 6606 (outside working hours)
GMP Public Protection Investigation Unit (PPIU)	referrals/ consultation about crime-related safeguarding concerns	0161 856 5171 parklane.ppiu@gmp.police.uk
Local Authority Designated Officer (LADO)	Managing allegations against an employee (or volunteer)	0161 603 4350 / 4445
PAPYRUS	National confidential helpline for prevention of young suicide	0800 068 41 41
NSPCC	Helpline	0808 800 5000

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to The Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. All referrals and request for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online Salford City Council's portal and information hub for services to Children, Young people and families at https://childrensportalehm.salford.gov.uk/web/portal/pages/home

If a child is in immediate danger of being harmed, or if a child is home alone, the police should be called on 999.

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1. Introduction

The Governing Board takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

Beis Yaakov Jewish High School is an academy based in 69 Broom Lane Salford. This policy sets out the school's commitment to safeguarding and promoting the welfare of children who attend the school. Our school fully recognises the contribution it can make to protect children and support pupils in school and beyond. Safeguarding and child protection is **everyone's** responsibility. This policy applies to **all adults**, including governors, temporary staff and volunteers, working in or on behalf of the school. Our policy and procedures also apply to extended school and off-site activities.

The school aims to ensure that:

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

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

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

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), the Maintained schools governance guide and Academy trust governance guide. We comply with this guidance and the procedures set out by the Greater Manchester Safeguarding Children Board.

There are four main elements to our safeguarding policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)

- **Support** (for all pupils, parents and staff, and where appropriate, specific intervention for those who may be at risk of harm)
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken)

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it's proportionate). This includes a duty to make reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as: sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination

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

2. School Commitment

Beis Yaakov High School Academy is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that high self- esteem, mental and physical health & wellbeing, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect. We recognise that some children may be especially vulnerable to abuse and additional barriers can exist for some children with respect to recognising or disclosing it. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Our school will therefore:

(a) Adopt the **Salford Standards for Listening** and establish/maintain an ethos where children feel secure, are encouraged to talk and are listened to. All children have a right to be heard and to have their wishes and feelings considered. This will be part of our Safeguarding training.
https://safeguardingchildren.salford.gov.uk/professionals/salford-standards-for-listening-to-families/

(b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Clear signs of whom to approach are around the school and our students are regularly reminded in assemblies who the DSL and Deputies are when they have a safeguarding concern.

(c) Establish and maintain an ethos where children are supported with their Emotional and Mental Well Being. Our school is part of the emotionally friendly schools; programme and has two mental health leads.

(d) Establish a whole school approach to recognising and responding to potential incidents of child-on-child sexual abuse and harassment; both in and out of school hours. Comprehensive staff training will ensure a school culture that makes it clear that there is a zero-tolerance approach to sexual harassment and sexualised behaviour, and it should never be passed off as "banter", "just having a laugh" "part of growing up" or "boys being boys". There will be robust systems of recording incidents that ensure evidence-based review and response. This philosophy will be adopted and promoted by **everyone** in the school**,** and inappropriate behaviours will be consistently challenged. We will proactively educate our pupils about relationships, respect and boundaries through tour relationships education and Personal Safety programmes and all staff will reassure pupils that they will be taken seriously and supported.

(e) Include in the curriculum, activities and opportunities for PSHE to equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse and are taught about Safeguarding, together with online safety, the risks of cybercrime and cyberbullying (including when they are online at home), stalking and mate crime, as part of providing a broad and balanced curriculum.

(f) Include in the Kodesh curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

(g) Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.

(h) Ensure that there are systems in place to ensure parents are encouraged to contribute views and ideas related to developments of the school within the community

(g) Ensure all staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face in daily life. Technology, and risks and harms related to it, evolve, and change rapidly. The school will carry out an annual review of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. The school staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2023*. The School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

2.3 Some children have an increased risk of abuse and we are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are frequently missing/goes missing from education, home or care
- Whose parent/carer has expressed an intention to remove them from school to be home educated
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded from schools

2.4 The Education and Inspections Act 2006 states, '*all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils'*. This Act also gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

2.5 Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals will make sure their approach is child-centred and contextual. This means that they will consider, at all times, what is in the **best interests** of the child including the wider environmental factors and influences and extra-familial harms that are present in a child's life that are a threat to their safety and/or welfare. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Partnership (SSCP).

3. Definitions

Safeguarding and promoting the welfare of children is defined in *Keeping Children Safe in Education (KCSIE) (2025)* as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- 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
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.
Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.
Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

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

- Have special educational needs and/or disabilities (SEND) or health conditions (whether or not they have a statutory education health and care (EHC) plan)
- Are young carers
- Are bereaved
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Has a parent or carer in custody or is affected by parental offending
- Are at risk of so-called 'honour'-based abuse such as FGM or forced marriage
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime

- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Are asylum seekers
- Are looked after or previously looked after
- Are missing/goes missing from education, care or home for prolonged periods and/or repeat occasions
- Are missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area.

4. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within the school and the Local Authority who have specific responsibilities under safeguarding and child protection procedures. The names of those carrying these responsibilities in the school for the current year are listed in the key contracts section on page 2 of this document.

4.1 Designated Safeguarding Lead

Governing bodies and proprietors will; ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online

safety). This will be explicit in the role holder's job description. (As outlined in Annex C of Keeping Children Safe in Education September 2024.)
The role of the designated safeguarding lead carries a significant level of responsibility, and they will be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.
During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If not available in person, the school will in exceptional circumstances inform staff of how the DSLs can be contacted.
The Designated Safeguarding Lead will ensure that all new staff and governors receive safeguarding and child protection training at induction and make sure all staff and governors aware of any training opportunities and the latest local policies on local safeguarding arrangements.
The designated safeguarding lead is expected to refer cases of suspected abuse and neglect to the local authority children's social care and to the Channel programme where there is a radicalisation concern.

The Designated Safeguarding Lead will:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer case as required of suspected abuse and neglect to the to the Bridge Partnership; to the Channel programme where there is a radicalisation concern, where a crime has been committed to the police and support staff who make referrals to children's social care and to the Channel programme.
- Ensure that the Executive Head Teachers is kept fully informed of any concerns – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This will include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019 (accessible) - GOV.UK (www.gov.uk)
- Act as a point of contact with the safeguarding partners.
- Ensure that the SSCP Challenge and Escalation policy is shared with all staff and how it is used, by the school, when professional disagreements about a child cannot be resolved.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including

online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

- Liaise with the Mental Health Lead and, where available, The Mental Health Support Team within the school, where safeguarding concerns are linked to mental health.
- Work with 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 children's attendance, engagement and achievement at school. This includes:
    - ensuring that the school knows who its cohort of children who have or have had a social worker are,
    - understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- Ensure that accurate safeguarding records relating to individual children are kept up to date and separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school will consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying the Early Help School Coordinator. It is important to notify Social Care, when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Understand the lasting impact the adversity and trauma can have including on children's behaviour, mental health and emotional well-being and academic attainment and what is needed in responding to this in promoting educational outcomes. Ensure all staff are provided with training to understand and recognise Adverse Childhood Experiences (ACE's) and the negative impact they can have.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working on-line at home

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

4.2 Designated Cared for Children Lead (Looked After Children)
Governing Bodies and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. The Designated Cared for Children Lead will work in partnership with the Designated Safeguarding Lead, The Mental Health Lead, and the Virtual School Head to ensure the safeguarding vulnerabilities for Cared for Children are appropriately met. In addition, the Virtual School Head receives pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. In academies, the Cared for Children Designated Lead will work with the virtual school head to discuss how that funding can be best used to support the progress of Cared for Children in the school and meet the needs identified in the child's personal education plan.

4.3 Governing Bodies
The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level (or equivalent) lead [or, link governor] to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. Our link governor is Mr D Nissen.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

- Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

- Make sure:
  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
  - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).
All governors will read Keeping Children Safe in Education in its entirety.
Section 15 of this policy has information on how governors are supported to fulfil their role.

4.4 Named Governor for Child Protection
Governing bodies and proprietors must have a senior board level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements. Our lead is Mr D Nissen.
The Governing Board will ensure online safety is an interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures, planning the curriculum and parental engagement. They will ensure the school has appropriate filtering and monitoring systems in place which are regularly review their effectiveness.
The role of the Named Governor is key to ensuring that the Governing Board fulfils its responsibilities in respect of safeguarding children. The Named Governor will therefore ensure that the school:

- Has an effective safeguarding children policy in place that follows local procedures. This must include procedures to minimise the risk of child-on-child sexual harassment and abuse. Policies will be reviewed annually.
- Completes and records the outcome of a Section 128 check for all Governors in non-regulated activity
- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff, including supply staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Ensure that all staff receive regular safeguarding and child protection updates, including via email, e-bulletins, staff meetings as required, but at least annually. This will provide them with relevant skills and knowledge to safeguard children effectively, both on-line and in their daily life.
- Ensure that all staff read Part One of Keeping Children Safe in Education and those who work directly with children also read Annex B and have the mechanisms in place to assist staff to understand and discharge their role and responsibilities (as set out in Part One of Keeping Children Safe in Education).
- Provides regular quality assurance reports to the Governing Board in relation to policy, procedures, audits and Section 11 statutory requirements.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

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

4.5 Executive Leadership Team (ELT)

The ELT has prime responsibility for leading the school in fulfilling the ethos and policies set down by the Governing Board, including those set out above in the responsibilities for the Named Governor.

In such a role the ELT will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school. Part of the means of demonstrating such leadership is in attending SSCP training on a regular basis and at least every 2 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes including online training. This can also be achieved by ensuring that staff (including temporary staff) and volunteers:

  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

The ELT will have clear policies and procedures for dealing with all levels of allegations against staff. These will be in line with SSCP/ Local Authority policies and will be disseminated to all staff and governors. make sure that

online safety training is included in staff safeguarding and child protection training.

4.6 Staff

All staff will read and understand part 1 and those who work directly with children also read Annex B of the DfE's statutory safeguarding guidance, *Keeping Children Safe in Education,* on induction, and review this guidance annually. They must sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will also reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online). Staff will also provide a safe space where pupils who are LGBT can speak out and share their concerns.

All staff will be aware of

- Our systems which support safeguarding, including the Staff Code of Conduct, and the role and identity of the DSL and deputies, the Online Safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the "Team around the family" (Salford)) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to the Local Authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection
- The fact that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional

curiosity and speaking to the designated safeguarding lead if they have concerns about a child. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect.

4.7 Parents and Carers

Parents/carers have a responsibility to

- Read the relevant school policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour, seek help and support if they or their child encounter any safeguarding concerns

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

4.8 Virtual school heads

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

5. Procedures – Early Intervention

It is very important that practitioners intervene as early as possible if a child or young person has additional needs, and services can help in meeting these needs. All staff will be prepared to identify children who may benefit from early help. 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. Such action can help prevent problems becoming child protection concerns. The Early Help Assessment is a tool for the early help assessment of need support-and-safeguarding-january-2023-final.pdf (salford.gov.uk)

The Anti-Bullying Policy ensures that we foster a culture of safety throughout the school where children and young people are able to alert us to any incidents of bullying, cyberbullying, prejudice-based and discriminatory bullying and be confident that they will be dealt with effectively. The Anti Bullying Policy also enables us to prevent issues escalating to safeguarding concerns.

6. Procedures – Child Protection – see Appendix 2, 3 and 4

Where it is identified that a child is suffering from, or is at risk of significant harm, we will follow the child protection procedures set out by the Salford Safeguarding Children Partnership

In implementing Beis Yaakov Jewish High's School policies and procedures on Safeguarding and Child Protection the following points will be considered:

- The Designated Safeguarding Lead will ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual, (as a minimum), evaluation of effectiveness and review and procedures and implementation are updated and reviewed regularly. The Review will be presented as an annual item to the Governing Board.
- All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff will 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, and serious youth violence. All staff and governors will be kept informed about the Contextual Safeguarding approaches the school is deploying to safeguard and protect **all** pupils, and especially the most at risk and vulnerable pupils within the school.
- All staff and governors will be kept informed about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-ones and briefings in various forms.
- At induction new and/or temporary staff will be made aware of and provided with copies of the following policies and procedures within school, with clarity about how safeguarding fits into whole school policy:
  a) the child protection policy;
  b) the behaviour policy;
  c) the staff code of conduct (including low level concerns, allegations against staff and whistle blowing)
  d) the safeguarding response to children who go missing from education;
  e) the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
  f) Part 1 and Annex B of Keeping Children Safe in Education 2025
  g) Training in Bromcom with login
- All existing staff including teachers, teaching assistants, administrators, welfare, ancillary staff and contractors, will be made aware of and have access to copies of Keeping Children Safe in Education 2025 Part 1 and Annex B, as well as any updated school policies and procedures.
- As well as teachers (including supply teachers) all other staff in school, such as teaching assistants, administrators, welfare staff, kitchen staff etc will receive the core training on safeguarding and an induction

that is specific to their role; including knowing what to do if there are child protection concerns.

- Parents will be informed of the school's duties and responsibilities under the policy and procedures in a range of ways such as a Statement in the School information pack, website and a notice of the availability of the policy in the school office is displayed in the reception area.

7. Training and Support

Our school will ensure that the Designated Safeguarding Lead, Deputy Safeguarding Leads, all staff working in the school and all Governors attend training relevant to their role on at least an annual basis, including email, e-bulletins, staff meetings, Whole School Safeguarding Training, Prevent Training, online safety, and Multi Agency Child Protection training within this timescale.

There is an agreed set of prescribed training requirements in Salford for school staff, as follows:

All School Staff – All school staff who do not have designated lead responsibility for child, to undertake SSCP approved training to promote and safeguard the welfare of children and young people every 18 months. This will include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.
This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.
Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).
Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
Volunteers will receive appropriate training, if applicable.

Designated Safeguarding Lead and Deputies – As a minimum the Designated Safeguarding Lead and Deputies will attend the SSCP Working Together to Safeguard Children and the Multi Agency Level 3 Speaker (or equivalent) courses. This training will provide the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care in the safeguarding continuum and the assessment process for providing early help and statutory intervention,

The Training will be refreshed every 2 years with the SSCP Safeguarding Updates and Developments (or equivalent) Course. Depending upon the circumstances of the school, Ofsted may require that the Designated Person(s) attend additional refresher training.

Designated Safeguarding Leads and Deputy Lead(s) are required to keep their knowledge and skills up to date on an annual basis.

The Whole School Safeguarding SLA delivers termly, SSCP approved, two-hour seminars which provide suitable updates for designated persons to refresh skills and knowledge.

The Salford Safeguarding in Schools Advisor and Whole School Safeguarding Team Manager jointly organise single agency training for Designated Safeguarding Leads and termly DSL Network Events. The Salford Safeguarding in Schools Advisor produces a half termly Inclusion and Safeguarding Bulletin for Designated Safeguarding Leads to update skills and knowledge.

After attending the Working Together to Safeguard Children and the Multi Agency Level Speaker (or equivalent) the Designated Lead and Deputies will also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCP annual priorities and national priorities so they understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk.

- Attachment
- Adverse Childhood Experiences (ACE's) and Childhood Trauma
- Early Help Assessment
- Contextual Safeguarding
- Child Sexual Exploitation
- Communicating with Children
- Core Group
- Online Safety and Mobile Technology - including online challenges and hoaxes
- Cyberbullying and Cybercrime
- Child Gambling
- Adolescent to Parent Violence
- Domestic Abuse
- Self-Harm
- Female Genital Mutilation, Honour Based Abuse, Breast Ironing, Infant Oral Mutilation
- Neglect
- Parental Mental Health
- Parental Substance Use
- Rapid Response to a Child Death

- Sexual Abuse
- Child Sexual Exploitation
- Preventing Radicalisation/WRAP Training
- Equality and Diversity and Sexual Orientation
- Gangs and Youth Violence, Child Criminal Exploitation (CCE) and County Lines
- Violent Crime, including Gangs and Knife Crime
- 'Upskirting" which is a criminal offence under The Voyeurism Offences Act - April .2019
- Witchcraft and Spiritual Possession
- Trafficking and Modern Slavery
- Illegal Money Lending
- Safeguarding and Healthy Relationships
- Child-on-child abuse
- Sexually Harmful Behaviour, Sexual Harassment
- Stalking and Mate Crime
- Emotional Well Being and Positive Mental Health
- The Role of the Appropriate Adult
- Any additional training or events relating to serious case reviews

8. Information Sharing and Confidentiality

You should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (including personal information), and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

9. Records and monitoring

We will hold records in line with our records retention schedule.
All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme.
Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. All records relating to individual Child Protection and Safeguarding concerns will be held securely, kept confidential, with limited access as records will only be accessed by those who need to see them, and kept separate from the child/young person's academic file.

All records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time. Record Retention – Child Protection records must be retained by all educational establishments until the child's 25th Birthday, unless the records are transferred to a new establishment when the child transfers to a new provision.

Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit, and confirmation of receipt will be obtained. This should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

The school will consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this will be recorded.

The school uses Bromcom MIS system as an online system for recording concerns about the welfare or behaviour of a child. It is also used for recording concerns about child-on-child sexual harassment, sexual abuse and sexually inappropriate language and actions.

All members of staff have access to Bromcom and can categorise their concerns as safeguarding. This will result in an alert for the DSL and deputies.

The Child Protection files are stored securely, electronically with restricted and permitted access and only the DSL and Deputy DSLs have access to them through secure access routes and passwords.

Bullying, including cyberbullying, Sexual Harassment and Sexual Violence, prejudice-based and discriminatory bullying incidents are recorded and reviewed and the information is used to inform and enhance the whole school approach to all forms of anti-bullying strategies and responses within the school.

10. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.
Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.
If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.
The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

11. Child protection conferences

11.1 The Child Protection conference is a meeting to discuss concerns about the care of a child. Its main purpose is to see whether the child is at risk of harm and, if so, to agree what needs to be done to reduce this risk. The Conference can decide to make the child the subject of a Child Protection Plan.

11.2 Children are made the subject of a Child Protection Plan when they are thought to be at risk of harm. This might be from physical abuse, sexual abuse, emotional abuse or neglect. It helps to keep a check on the work being done with these children. The Plan contains basic details of the children and their families. It is held securely by Children's Social Care and information from it is only given to authorised people.

11.3 The Designated Safeguarding Lead will advise school staff on the preparation of reports for child protection conferences, participation in core groups and carrying out specific tasks with the child and family as identified in the child protection plan.

11.4 Further advice and support for school staff on participating in child protection meetings is also available from the Salford Children's Services Safeguarding Unit on 0161 603 4350

12. Supporting pupils at risk

12.1 Our school recognises that children who experience harm or trauma through abuse, neglect or through experiencing domestic abuse may find it difficult to develop a sense of self-worth and to view the world in a positive way.

12.2 Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying including cyberbullying, prejudice-based and discriminatory bullying, sexual harassment, or inappropriate sexualised behaviour, homophobic, biphobic and transgender bullying

12.3 This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and dysregulated. In response there may be steps taken to consider suspension or exclusion from school. Such steps will be taken in

the context of considering the needs of the child and school will adopt a safeguarding first approach to addressing behavioural issues. Where appropriate an Early Help Assessment will be carried out (with the consent of the parent/carer and/or young person). The Early Help Locality School Coordinators are available for support prior to starting an Early Help Assessment and to clarify if a previous Early Help Assessment has already been completed.

12.4 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.

12.5 This school will endeavour to support pupils through:
(a) The curriculum, to encourage self-esteem and self-motivation;
(b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
(c) The implementation of school behaviour management policies
(d) The implementation of a Child on Child Abuse policy
(e) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
(f) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
(g) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
(h) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

12.6 **Children with special educational needs or disabilities (SEND) or certain health conditions** can face additional safeguarding challenges both online and offline. Children with disabilities are more likely to be abused than their peers. This policy reflects the fact that additional barriers can exist when recognising abuse, exploitation and neglect in this group. These can include:

a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
b) pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
c) the potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
d) communication barriers and difficulties in managing or reporting these challenges.
e) cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

12.7 **Children who are lesbian, gay, bi, or gender questioning**. The school recognises that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. However, children who are LGBT can be targeted by other children. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.
When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.
When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).
We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.
Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

12.8 **Looked after and previously looked after children**. We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Mr B Myers, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.
As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

12.9 Pupils may need a **social worker** due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Children and young people who are privately fostered can also sometimes require additional support. For more information about this see:
https://safeguardingchildren.salford.gov.uk/professionals/private-fostering/

12.10 Children can witness and be adversely affected by **domestic abuse and/or violence** at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.
Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims. Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.
Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.
If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass.
The DSL will provide support according to the child's needs and update records about their circumstances.

12.11 We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through the implementation of our school Statement of Core Values the pupils are

encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points.

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 of terrorism 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 a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. Protecting children from the risk of radicalisation and extremism should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. All staff must have due regard to the need to prevent people from being radicalised and drawn into terrorism and extremism, including INCEL, Anti-Semitism and Right-Wing Extremism. To achieve this, we will draw upon The Prevent Duty Guidance 2023, DfE Guidance "Keeping Children Safe in Education, 2024"; and specifically, Home Office Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", EFT 'Prevent for FE and Training and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and "Education Against Hate" on-line resources
As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the police or Channel programme.
When operating this policy, we will use the following accepted Governmental definition of extremism which 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; and/or calls for the death of members in our armed forces, whether in this country or oversees*'.
Staff will have training that gives them knowledge and confidence to identify children at risk of becoming involved with or supporting terrorism and to challenge extremist ideologies. Becoming involved with or supporting terrorism includes not just violent but non-violent extremism, which can create

an atmosphere conducive to terrorism and can popularise views which terrorists can exploit.
All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology/Incel/Anti-Semitism etc.
Concerns will be referred to Mr Myers, the Designated Lead for Prevent who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted.
https://safeguardingchildren.salford.gov.uk provides further information.
Safeguarding concerns about a person who may be vulnerable to radicalisation or being drawn into terrorism will be referred through the Prevent referral form at
https://contactus.salford.gov.uk/?formtype=PREVENTREF
From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance").

The objectives of Prevent are to: tackle the ideological causes of terrorism, intervene early to support people susceptible to radicalisation and enable people who have already engaged in terrorism to disengage and rehabilitate.
Paragraphs 141-210 of the Prevent guidance are concerned specifically with the need for schools to prevent people from becoming involved with or supporting terrorism. This duty is known as the Prevent duty.
The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: Leadership and partnership, capabilities (understanding and managing risk and sharing information), reducing permissive environments and monitoring and assurance.
• Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
• Our safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
• The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of becoming involved with or supporting terrorism and to challenge extremist ideas. We have assessed the training needs of our staff in the light of our assessment of the risk to pupils at the school of being drawn into terrorism.
• Our safeguarding officers has undergone Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
• In addition, every member of staff at BYHS has completed an online Prevent training course.
• BYHS Academy can ensure that children are safe from terrorist and extremist material online as they are unable to access the Internet whilst in

school. In the unlikely event of a pupil gaining access to the Internet, we have ensured that suitable filtering is in place. The school also teaches pupils about online safety more generally.

• At BYHS Academy any visiting speakers are assessed that they do not pose a risk of radicalising learners and we make sure that they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

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

The Department for Education has launched a helpline for anyone concerned about a **child who may be at risk of extremism**, or about extremism within an organisation working with children and young people. Email: counter.extremism@education.gsi.gov.uk. Telephone: 020 7340 7264.

12.12 **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Appendix 3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems

- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
    - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
    - Being unexpectedly absent from school
    - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they will not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

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

12.13 All staff will 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. Beis Yaakov Jewish High staff 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 other 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.
All Staff at Beis Yaakov Jewish High understand the importance of positive Mental Health and Emotional Well-being. Through the work of the Mental Health Leads, the school has a co-ordinated approach to both supporting vulnerable pupils and developing a Whole School Approach to mental well-being. The Mental Health Leads work closely with the Designated Safeguarding Lead to ensure that if staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken and a referral will be made to the Designated Safeguarding Lead.

12.14 **Elective Home Education (EHE)** - Many home educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and elective home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school, with a view to educating at home, the school will work together with the LA and other key professionals to, where possible, coordinate a meeting with parents/carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child; including where a child has SEND, is vulnerable, and/or has a social worker.

12.15 **Child criminal exploitation (CCE)** is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

12.16 **Child sexual exploitation (CSE)** is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.
The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.
In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

12.17 All adult-involved **nude and semi-nude image** sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.
There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

12.18 **Child-on-child abuse** is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two. Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.
Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, 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 don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in Appendix 3 of this policy, as appropriate.
When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

12.19 **Sexual violence and sexual harassment between children in schools**
Sexual violence and sexual harassment can occur:
- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap. Children who are victims of sexual violence and sexual harassment will likely find the experience distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.
If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.
When supporting victims, staff will:
- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual or transgender (LGBT) children are at greater risk.
Staff should be aware of the importance of:
- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in Appendix 3 of this policy, as appropriate.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

12.20 A child being **absent from education**, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns

which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.
If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

12.21 Being **homeless** or being at risk of becoming homeless presents a real risk to a child's welfare.
The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

12.22 Other specific safeguarding issues are:

- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- Drug and alcohol
- Fabricated or induced illness
- infant oral mutilation
- Illegal money lending and debt bondage
- Child gambling - including on-line
- Gangs, youth violence and county lines
- Gender-based violence/violence against women and girls (VAWG)
- Voyeurism – including 'upskirting'
- Stalking and Mate Crime
- Teenage relationship abuse
- Trafficking
- Nitrous-oxide and vaporised alcohol misuse.

12.23 Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.
This school monitors attendance carefully and will address poor or irregular attendance without delay.
The school will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2025) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go **absent from education** (especially on repeat occasions).

3. Strategies in place to actively encourage disaffected and disengaged young people to re-engage with education opportunities within the school.
4. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
5. Procedures to inform the local authority when we plan to take pupils off-roll when they:

a) leave school to be home educated
b) move away from the school's location
c) remain medically unfit beyond compulsory school age
d) are in custody for four months or more (and will not return to school afterwards); or
e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

12.24 Staff in this school will be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including racial bullying cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.
At Beis Yaakov Jewish high we will support the victims of child on child abuse by taking any accusation seriously, recording it on CPOMS and going through all the procedures for safeguarding.

12.25 If any member of staff receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

13. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that

technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present

    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

For full details about our school's policies in these areas, please refer to our online safety policy.

13.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

BYJHS recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

BYJHS will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

14. Safer schools, safer staff

- School staff will be advised about ensuring safe practice. All staff will be directed to consider the information at https://safeguardingchildren.salford.gov.uk/professionals/safe-working-practices/ This includes information about the importance of safer recruitment and best practice in providing a safe environment for children and young people.

- The school will ensure opportunities for staff to share perspectives and experiences with practitioners from other agencies.
- The school will recruit and select safe staff in compliance with DfE guidance and with the procedures set down by the Independent Safeguarding Authority.
- The disqualification by association rules no longer apply to school staff. However, staff will be reminded that their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school and that school will be informed of any changes in their circumstances that may have implications for the safeguarding of the children. Staff will also be reminded that they may be considered to pose a risk of harm to children if, even out of school, they have behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Staff will be made aware of the current SSCP procedures for dealing with allegations of abuse against staff. What staff have to do if they have concerns (whether low level or have reached the threshold) about the behaviour/conduct of the Head Teacher or other members of staff (including supply staff), contractors and volunteers – see Allegations of Abuse policy
- Where the school is not the employer of a member of staff (including supply teachers, contractors and volunteers) the school will ensure allegations are dealt with appropriately and will liaise with all relevant parties, employers and agencies including the local authority designated officer (LADO) to determine a suitable outcome.
- If staff are concerned about the way safeguarding is carried out in the school they should refer to the Whistle-blowing policy and that a whistleblowing disclosure must be about something that affects the general public such as:
    - a criminal offence has been committed, is being committed or is likely to be committed
    - a legal obligation has been breached
    - there has been a miscarriage of justice
    - the health or safety of any individual has been endangered
    - the environment has been damaged
    - information about any of the above has been concealed

15. Monitoring arrangements

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

16. Linked Policies

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

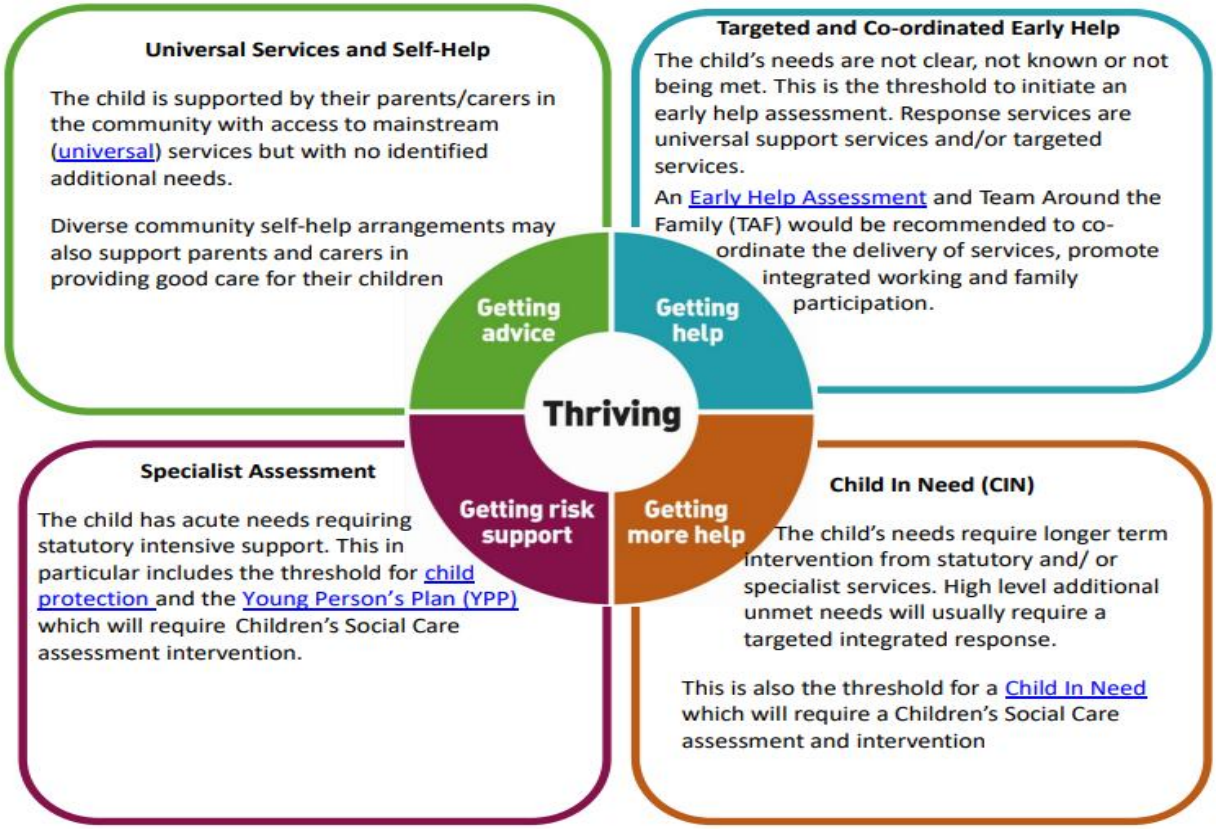
Attendance Policy
Behaviour Policy
Online-Safety Policy
Medical Policy
Restraining Policy
Safer Recruitment Policy
Self-Harm Policy
Staff Code of Conduct
Visitors Policy
Visits and Trips Policy
Whistleblowing Policy

Appendix 1
Salford's Support and Safeguarding (formerly the 'thresholds of need and response')

https://safeguardingchildren.salford.gov.uk/media/1800/support-and-safeguarding-january-2023-final.pdf

This guidance is for anyone who has concerns about a child, including families, workers, and members of our community. It is designed to be used as a foundation to enable the correct level of support to be provided, whilst embedding strengths-based, community approaches into practice. Practitioners can offer help and encouragement to families, to find their own solutions and to support families when needed. The stages of support are based on the principle that services should be provided as soon as possible, at the lowest level to the assessed needs of the child. The aim is to support families and prevent things becoming more difficult, so that families can continue to thrive with support from Universal Services. This guidance identifies four areas of support and demonstrates how they can be met.

✓ Getting Advice (Universal Service)
✓Getting Help (Early Help)
✓Getting More Help (Targeted help and support)
✓Getting Risk Support (Child Protection and specialist support)
If you have concerns about a child who may need immediate protection, please contact The Bridge on 0161 603 4500 and the Police on 999.



Appendix 2 School Child Protection Procedures

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Practitioners in schools who are concerned about a child's welfare or who believe that a child is or may be at risk of harm from abuse or neglect should pass any information to the Designated Safeguarding Lead in school; this should *always* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 3): The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The Designated Safeguarding Lead is:

Mrs T Reznick

The Deputy Designated Safeguarding Leads for Child Protection are:

Mrs N Bor, Mr B Myers

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'child protection' then a discussion with their Designated Lead who will assist in determining the most appropriate next course of action. The multi-agency Bridge Partnership team can also be consulted, where you will be able to speak to a qualified social worker if necessary for support and advice.

Staff should never:

- Do nothing/assume that another agency or practitioner will act or is acting.
- Attempt to resolve the matter themselves alone.

What should the Designated Safeguarding Lead consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need?)
- Can the level of need identified be met:
  - In or by the school or by accessing universal services
  - By undertaking an Early Help Assessment without referral to the Bridge Partnership
  - By working with the child, parents and colleagues?

- What resources are available to the practitioner and the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Bridge Partnership which requests that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm? (Section 47 Child Protection referral)
- What information is available re: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be? For example has the parent/carer denied that there is a problem and failed to co-operate with the school in resolving the issue?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other practitioners, recording etc)

2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

Rules of confidentiality mean that it may not always be possible or appropriate to feedback to staff who report concerns to them. Such information will be shared on the statutory 'need to be involved' basis only and the Designated Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. Referrals to the Bridge Partnership

There are four types of support which families are entitled to ensure they meet their children's needs and help them to thrive. Practitioners will reflect on each stage with the family whenever possible but recognise there may be times this is not safe to do so. Examples of this are serious safeguarding concerns that require immediate intervention. Where unsure the Bridge will be contacted for consultation. 0161 603 4500

Universal Services and Self-Help The child is supported by their parents/carers in the community with access to mainstream (universal) services but with no identified additional needs. Diverse community self-help arrangements may also support parents and carers in providing good care for their children.

Targeted and Co-ordinated Early Help The child's needs are not clear, not known or not being met. This is the threshold to initiate an early help assessment. Response services are universal support services and/or targeted services. An Early Help Assessment and Team Around the Family

(TAF) would be recommended to coordinate the delivery of services, promote integrated working and family participation.

Child In Need (CIN) The child's needs require longer term intervention from statutory and/or specialist services. High level additional unmet needs will usually require a targeted integrated response. This is also the threshold for a Child In Need which will require a Children's Social Care assessment and intervention.

Specialist Assessment The child has acute needs requiring statutory intensive support. This in particular includes the threshold for **child protection** and the Young Person's Plan (YPP) which will require Children's Social Care assessment intervention.

(i) Is this a Child In Need?

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority.
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

(ii) Is this a Child Protection Matter?

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

(a) is the subject of an Emergency Protection Order;

(b) is in Police Protection; or where they have

(c) reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm' threshold' that justifies statutory intervention into family life. A practitioner making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and when to refer. As part of the referral process, when children are being harmed in contexts outside the home, as much information as possible will be provided so all the evidence is available to enable a contextual approach to address such harm.

4. Making Referrals to CSC (Guidance for Headteachers and Designated Safeguarding Leads) via the online Salford City Council's portal and

information hub for services to Children, Young people, and families at https://childrensportalehm.salford.gov.uk/web/portal/pages/home

All referrals and requests for support concerning the welfare or safety of a child must go through the Bridge Partnership via the online portal.

- When making a referral the DSL will identify if they are referring a:
  - Child Protection Matter
  - Child Needing Support
- Child Protection referrals will be for a child(ren) at risk of significant harm. Consent will be gained where it is appropriate. The school/DSL will advise what measures are in place to increase the child(ren)'s safety ahead of The Bridge Partnership contacting the family.
- Child(ren) requiring support consent will be gained in advance of making the referral.
- **Child Protection**– make a referral if you are concerned a child is at risk. If you have concerns that a child is at immediate risk of harm, you should call 999. When is a child at risk of harm? Some children may be suffering, or are at risk of suffering, significant harm and need protection and care because of neglect, sexual, physical, or emotional abuse. There are other areas of concern that could leave a child in acute need such as Female Genital Mutilation (FGM), Honour Based Violence, radicalisation, domestic abuse, modern slavery, gang involvement, criminal activity (e.g., county lines) and/or sexual exploitation.

  Where there is not a safeguarding concern, a **Child Needing Support** referral will be made: where a child may be in need, or needs Early Help.

  A child can be in need if: They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority, their health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services, they are disabled.

  Questions that are considered when completing the referral form,

  What has prompted the referral?

  What are the identified needs?

  What are the positives for the family?

  What are the concerns for the child/family?

  What the school has done to ensure the safety of the child before making this referral?

  Every referral into the Bridge Partnership is screened by Bridge social workers or Bridge Early help screeners to determine the level of support to be provided so referrals will be evidence based, contain; what life is life for that child at home, what is likely to happen without intervention and for targeted Early Help and for Children In Need, parental consent will be obtained.

- Referrals will also contain the voice of the child regarding:
  - What is their lived experience?
  - What is it they want to happen?

(i) Child Needing Support

- Where an Early Help Assessment already exists, the DSL will send this with the referral to the Bridge Partnership along with any Team around the Family minutes.

- This is a request for assessment/support/services and, as such, consent of the parent(s) (and child/young person will be obtained where appropriate).

- Where a parent/carer/young person refuses to consent, the school will make clear their ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a child protection referral at some point in future if things deteriorate or do not improve. (This is about openness and transparency in dealings with parents).

(ii) Child Protection Matter

- A telephone call will be made to the Bridge Partnership and the referral form submitted straight after the conversation.

- If an Early Help Assessment exists this will be forwarded to the Bridge Partnership as soon as possible, and certainly within 48 hours along with any Team around the Family minutes.

- **Consent** of a parent or child/young person **is not required** to make a child protection referral

- A parent will, **under most circumstances, be informed** that a child protection referral is to be made. **The criteria for not informing parents are:**

  (a) Because this would increase the risk of significant harm to a child(ren); or
  (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken;
  (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

  Fear of jeopardising a working relationship with parents because of a need to refer is **not** sufficient justification for not making a referral nor for not telling them that you need to refer. Lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of

circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents, then you should seek advice and/or make this clear on the Early Help Assessment and in any telephone contact with the Bridge Partnership.

5. Bridge Partnership Responses to Referrals and Timescales

In response to a referral, the Bridge Partnership may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting ;
- Provide support services under Section 17;
- Undertake a social work assessment (completed within 45 working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting)
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action

6. Feedback from the Bridge Partnership

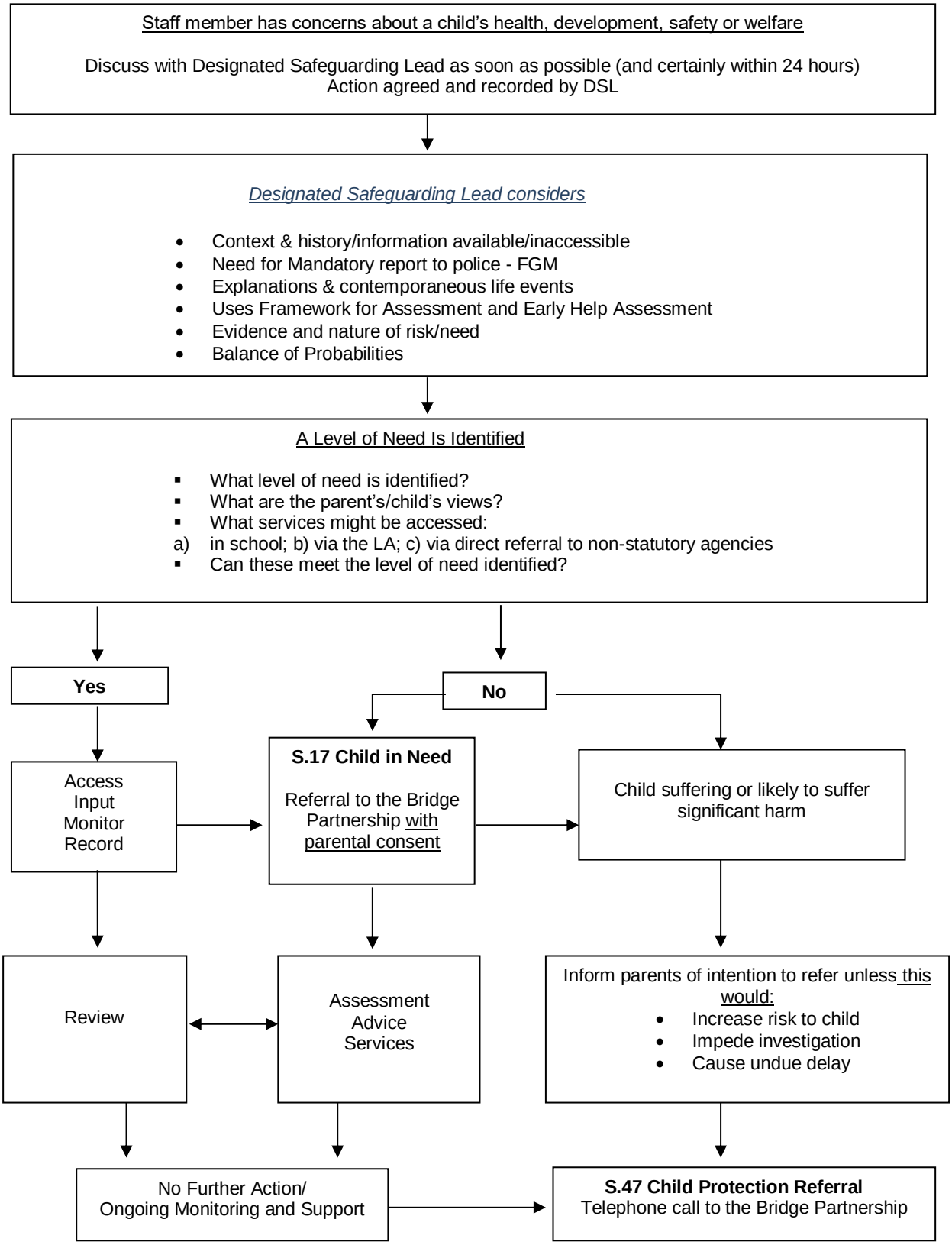
The Bridge Partnership has 24 hours within which to make a decision about a course of action in response to a referral. A Designated Safeguarding Lead should expect to receive written confirmation about action following any referral within 7 days. If the school does not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school/a child or children in a vulnerable position, the school will ask to speak to a Duty Social Worker, or the relevant Team Manager.

7. Risk Assessment 'Checklist'

- ❑ Does/could the suspected harm meet the Working Together 2023
- ❑ Are there cultural, linguistic or disability issues?
- ❑ Am I wrongly attributing something to impairment?
- ❑ Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- ❑ Are any injuries or incidents acute, cumulative, episodic?
- ❑ Did any injuries result from spontaneous action, neglect, or intent?
- ❑ Explanations consistent with injuries/behaviour?
- ❑ Severity and duration of any harm?
- ❑ Effects upon the child's health/development?
- ❑ Immediate/longer term effects?
- ❑ Likelihood of recurrence?
- ❑ Child's reaction?

- ❑ Child's perception of the harm?
- ❑ Child's needs wishes and feelings?
- ❑ Parent's/carer's attitudes/response to concerns?
- ❑ How willing are they to cooperate?
- ❑ What does the child mean to the family?
- ❑ What role does the child play?
- ❑ Possible effects of intervention?
- ❑ Protective factors and strengths of/for child(I.e. resilience/vulnerability)
- ❑ Familial strengths and weaknesses?
- ❑ When and how is the child at risk?
- ❑ How imminent is any likely risk?
- ❑ How grave are the possible consequences?
- ❑ How safe is this child?
- ❑ What are the risk assessment options?
- ❑ What are the risk management options?
- ❑ What is the interim plan?

Appendix 3: Taking action on child welfare/protection concerns in school



Appendix 4: Responding to a disclosure

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is ok ;
- Make a careful record of what was said

You should NEVER

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).
- Involve those who do not need to be involved. Only those such as the designated safeguarding lead (or a deputy) and children's social care need to involved.

Children with communication difficulties, or who use alternative / augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Use of signers or interpreters

Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the Designated Safeguarding Lead or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in child protection (Police and the Bridge Partnership will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);

- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager or consult directly with the Bridge Partnership.

If you do need to ask questions, what is and isn't OK?

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on … tell me more about that … tell me everything that you remember about that … … '
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child……] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

Appendix 5 What is abuse and neglect? (Specific Safeguarding issues)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. **Abuse is a form of maltreatment of a child**. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Definitions of child abuse

There are four types of child abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse/ Child Sexual Exploitation
- Neglect

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of abuse

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker

or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

Abuse
Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks.

The physical signs of abuse may include:

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place sometime later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

Emotional Abuse

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional Abuse can occur when Domestic Abuse happens in the presence of children. Hearing or seeing domestic abuse can have a traumatic effect on children.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour or presentation which can indicate emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying

- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic abuse)

Sexual Abuse

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.
Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.
Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.
Children and Young people are frequently sexually exploited by individuals or groups who ignore the fact that the individual child or young person does not have the legal capacity to consent – either because of age or, with older young people, the cognitive capacity to consent. The young person is groomed into believing a relationship is genuine and then made to believe they have willingly entered into a sexualised relationship. They are then blackmailed and threatened and forced into being sexually exploited against their will.
It is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour or presentation which can also indicate sexual abuse include:

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance

- running away from home
- sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant or frequent hunger, sometimes stealing food
- constantly dirty or 'smelly'
- loss of weight, or constantly underweight
- inappropriate clothing for the conditions.
- Frequent diarrhoea
- Untreated illnesses, injuries or physical complaints

Changes in behaviour or presentation which can also indicate neglect may include:

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Appendix 6 – Greater Manchester Safeguarding Children Procedures Manual

2. Inf 2. Information Sharing and Recording

.1 **Policy for the Secure Handling of Protected Information**

2.2 **Child Protection Conferences: Guidance for Partner Agencies on the Use, Recording, Dissemination and Handling of Police Information (Greater Manchester Police)**

2.3 **Data Protection, Information Sharing and Confidentiality**

2.4 **Retention of Records**

2.5 **Photographing Children**

2.6 **Electronic and Digital Recording of Meetings and Conversations**

2.7 **Use of Social Media Sites by Social Care and Safeguarding Staff**

5. Children in Specific Circumstances

1 Safeguarding Children and Young People - General

5.1.1 **Bullying**

5.1.2 **Safeguarding Children as they Become Adults Guidance**

5.2 Babies and Pregnancy

5.2.1 **Concealed Pregnancies**

5.2.2 **Safer Sleep Guidance**

5.2.3 **Bruising Protocol for Immobile Babies and Children**

See also: **Pre-Birth Assessments Procedure**

5.3 Children at Risk Because of Concern About a Parent or Carer or the Home E

5.3.1 **Children of Alcohol and Substance Misusing Parents and Carers**

5.3.2 **Children of Parents with Learning Difficulties**

5.3.3 **Children of Parents with Mental Health Difficulties**

5.3.4 **Dealing with Persistent Non-Engagement with Services by Uncooperative Families**

5.3.5 **Safeguarding Children from Dangerous Dogs**

5.3.6 **Domestic Abuse**

5.3.7 **MARAC**

5.3.8 **Neglect**

5.4 Complex/Organised Abuse

In Manchester, see also the **Manchester Multi-Agency Exploitation Screening Tool**.

5.4.1 **Institutional, Organised or Multiple Abuse**

5.4.2 **Children Affected by Gang Activity or Serious Youth Violence**

5.4.3 **Threat to Life**

5.4.4 **Children who are Victims of Modern Slavery, Trafficking and Exploitation**

5.4.5 **Safeguarding Children and Young People Vulnerable to Violent Extremism**

NOTE: In Manchester, see also: **Complex Safeguarding Hub Operating Procedures and Complex Safeguarding Understanding** in the Documents Library.

In Bolton, see also: **How the Complex Safeguarding Hub Works in Bolton**.

In Stockport see also **Aspire Complex Safeguarding Service Procedures**.

5.5 Custodial Settings

5.5.1 **Safeguarding Young People in the Secure Estate**

5.5.2 **Guidance for Working with Children who have a Parent (or Significant Family Member) in Prison**

5.5.3 **Children Visiting Custodial Settings**

5.6 Education

5.6.1 **Children Missing Education**

5.6.2 **Elective Home Education and Unregistered Schools**

5.7 E-Safety

5.7.1 **Safeguarding Children and Young People Online**

5.7.2 **E-Safety Working Practices for Staff**

See also: **Manchester's Safeguarding Partnership, Online safety – Advice for Practitioners**.

5.8 Harmful Practices Linked to Faith or Culture

5.8.1 **Abuse Linked to Spiritual and Religious Beliefs** Updated

5.8.2 **Female Genital Mutilation Multi-Agency Protocol**

5.8.3 **Forced Marriage**

5.8.4 **So-Called Honour Based Abuse/Violence**

5.8.5 **Breast Ironing**

See also: **Non-Therapeutic Infant Male Circumcision**

5.9 Health and Hospitals

5.9.1 **Supervision of Parents of Children and Young People in Hospital (including the new-born baby) - Multi-agenc**

5.9.2 **Hospital Discharge Guidelines for Vulnerable Children**

5.9.3 **Children Visiting Psychiatric Wards and Secure Psychiatric Hospitals**

5.9.4 **Fabricated or Induced Illness - under review**

5.9.5 **Young People and Self-Harm** Updated

5.9.6 **Children with Disabilities and Complex Needs**

5.9.7 **Mental Capacity**

5.9.8 **Deprivation of Liberty**

5.9.9 **Non-Therapeutic Infant Male Circumcision**

See also:

- **Children Living Away from Home**;
- **Section 47 Enquiries Procedure, Arranging the Section 47 Medical Assessment**;
- **Manchester Children's Safeguarding Partnership Self-Harm Pathway**;
- **Fabricated or Induced Illness**;
- **Female Genital Mutilation Multi-Agency Protocol**;
- **Bruising Protocol for Immobile Babies and Children**;
- **Part 9.2, Guidance - Health**;
- **Rochdale Interagency Protocol for Children with Complex/Continuing Health Care Needs**.

5.10 Children Living Away From Home/Missing

5.10.1 **Children Living Away from Home**

5.10.2 **Children Missing from Home and Care - A Standardised Approach to Dealing with Missing and Absent Childr and Young People Across Greater Manchester - under review**

5.10.3 **Safeguarding Young People in the Armed Forces**

5.11 Sexual Abuse/Activity

5.11.1 **Safeguarding Children and Young People Abused Through Sexual Exploitation**

5.11.2 **Working with Sexually Active Young People Under the Age of 18**

5.11.3 **Harmful Sexual Behaviours Presented by Children and Young People**

5.11.4 **Adults who Disclose Childhood Sexual Abuse**

5.11.5 **Child Sexual Abuse in the Family Environment**

Managing Individuals who Pose a Risk of Harm to Children

6.1 **Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers**

6.2 **Managing Allegations of Abuse Made Against Adults Who Work with Children and Young**

6.3 **Risks Posed by People with Convictions Against Children, including Bail Arrangements fo Charged**

6.4 **List of Offences**

6.5 **Release of Prisoners Convicted of Offences Against Children**

6.6 **Protocol between the Greater Manchester (GM) MAPPA Strategic Management Board (SM GM Local Safeguarding Children Partnership (LSCP)**

6.7 **Licensed Premises**

Appendix 7 – Operation Encompass- Processes and Procedures

Annex 7

Operation Encompass

Designated Safeguarding Lead/Key Adult
Rabbi N Wilson

Operation Encompass operates in the majority of police forces across England. It helps
police and schools work together to provide emotional and practical help to children. The
system ensures that when police are called to an incident in which a child or young person has been involved in or been exposed to an incident of domestic violence or abuse. the police will inform the key adult (usually the designated safeguarding lead) in school prior to 9.00 am before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable silent or overt support to be given to the child according to their needs.

AIMS

Operation Encompass does not replace or supersede existing safeguarding processes or protocols, rather it seeks to support these operationally. The Protocol will be followed in conjunction with Salford's Safeguarding Children Board/Salford Safeguarding Partnership.

By sharing information under the Encompass model, children and young people who are experiencing domestic abuse will have access to responsive support after a domestic abuse incident. The school will receive information when:

- Police have been called out to a domestic abuse incident
- The child is present in the household at the time of the incident
- The child is of school age

Sharing this information in a timely manner via Operation Encompass enables the provision of immediate early intervention through silent or overt support, dependent upon the needs and wishes of the child.

SILENT SUPPORT EXAMPLES	OVERT SUPPORT EXAMPLES
• Flexible application of school rules for example uniform, homework etc. • Understanding and flexibility in expectations in terms of:- - Behaviour - School Work • Opportunities for one-to-one time with teacher to provide opportunities to talk for example 'helping with a job' • Review lesson plans to ensure appropriateness for the child on the day • Systems for spare uniform, lunch etc. • Child knowing who they can talk to • Checking collection arrangements at the end of the school day	• Using tools to understand child experiences, for example 3 Houses. More resources are available here. https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/early-help-assessment-and-taf/voice-of-the-child/ • Talking to parents • Use the Early Help Assessment process to access additional support • Develop safety planning with the child • 'Healthy Relationships' class sessions (EG Real Loves Rocks) • Consult with the School Coordinator

LEGAL REQUIREMENTS - INFORMATION SHARING AND STORAGE

Section 11(2) of the Children Act, 2004 requires Local Authorities and the Police to safeguard and promote the welfare of the children. This enactment provides conditions under the Data Protection Act 2018 by which personal and sensitive personal data may be lawfully shared.
Personal data sharing must be proportionate, necessary but not excessive, and must be balanced with the consideration of privacy rights under the Human Rights Act. It must take into account any duty of confidentiality owed. A public interest in disclosure must outweigh an individual`s right to privacy.

The basis on which sharing of information of this type may be justified by police is section 11(2) Children Act 2004 which requires that policing bodies (together with a number of other specified public bodies) discharge their functions having regard to the need to safeguard and promote the welfare of children.

This duty however, will be considered in line with the provisions of the Data Protection Act 2018 and the right to private and family life under Article 8 of the European Convention on Human Rights.

This protocol has been developed taking into account the duty to safeguard children and the requirements of the most recent Information Sharing – Advice for providing safeguarding services to children, young people, parents and carers 2018

It is recognised that the handling of such confidential and sensitive information needs to be dealt with in a way that is proportionate and appropriate to the needs of the child or young person. To address this, the school has identified a Key Adult and a deputy to handle the confidential and sensitive information.

The Encompass information is stored in accordance with the requirements for the storage of safeguarding/child protection files. Where a child already has such a record, Encompass information will be included within the record.

The Key Adult will be the person available each day to receive the details of the incident and assess the type of support needed for the child.

ROLES AND RESPONSIBILITIES

i. POLICE

Police officers will attend a domestic incident, manage the immediate risks, and complete the Domestic Abuse Stalking Harassment (DASH) risk assessment at the scene of the incident. The DASH risk assessment will not be shared with the school, rather a short summary will be provided by the police with respect to the child or young person and will include: -

- The name, age, date of birth, home address and school attended of the child.
- The time/ date/location of the incident and details of those involved in the incident, their relationship to the child and the child`s involvement in the incident.
- An overview of what happened during the incident and the outcome.

This information will be disseminated via email to the school by the officer attending the incident, prior to retiring from duty. The officer will then place a line on the DAB (Domestic Abuse) record within IOPS (Integrated Operating Police Operating System) acknowledging that the information has been sent.

Incidents occurring on Friday, Saturday, Sunday or Bank Holiday will be reported to the school during these times and will be available on the next working morning for the Key Adult.

Notifications to the Key Adult will continue to be made during the school holiday periods, however, it is recognised that an immediate response cannot be made. This information will be used to understand any significant issues for the child on their return to school.

A disclosure will be made in respect of all children aged between 4 and 17 years who are in full-time education. Police will maintain a record of the log number, and the school to whom it has been disseminated and the date of dissemination.

i. SCHOOLS' RESPONSIBILITY

The School will identify the Key Adult and Deputy responsible for the OE information in the school. (This role is best placed with the Designated Safeguarding Lead and their deputy as both have received training in child safeguarding).

The Key Adult will have undertaken the Online Key Adult Training prior to accessing the schools Operation Encompass inbox. Online Key Adult Training: Operation Encompass

The school's Key Adult or Deputy will check the notifications each morning.

The Headteacher and Key Adult will ensure that there is a sufficiently trained deputy to receive the information in the Key Adult's absence.

The School's Encompass mailbox will be checked every morning and reviewed as needed, as notifications of incidents can be made at any time, dependent on when a domestic abuse incident occurs.

The school will record the information received from the police using the same processes used to store child protection records within the school. The school will also record the outcomes and impact of any actions taken or put in place.

The schools is aware that in the event of any domestic homicide or serious case review the documents may be required for disclosure purposes.

Child Absence Following an Incident

Where a notification is made and a child is not in school, the school will consider the following:

- The school will review the information within the police notification in the context of what is already known about the child, giving consideration to any safety or welfare concerns that have been recorded prior to receiving the police information.

- The school's key adult will call home and follow up as per attendance protocols. Consideration should be given to undertake a home visit, with another member of staff.

- Where the /Key Adult in the school cannot contact the parents or carer, and have not received notification why the child is absent, the next steps will be considered and actions may include: -

- **Home Visit –** After undertaking a risk assessment, the school may consider, at the discretion of the Head Teacher, carrying out a home visit to see the child. Subsequently, if concerns or risks to the child's safety are identified during the home visit, referrals to Children's Social Care and the Police may need to be made.

- **Referral to Children's Social Care -** Dependent upon the circumstances of the incident and the parental response to contact, the Key Adult (following discussion with the Designated Safeguarding Lead where required) will make a referral to the Bridge.
  When the child returns back to school, the key adult will revisit the offer of parent/child support.

Supporting Children who are or have experienced Domestic Abuse

Harbour offers a range of support to young people in Salford aged 5-18 focussed on healthy relationships supporting children and young people who have witnessed or are experiencing domestic abuse and young people who are showing signs of harmful behaviours in their own relationships. They offer a safe space to explore this without judgement to help them form positive relationships

For more information and to make a referral Access the domestic abuse toolkit | Salford Safeguarding Children Partnership

Working with Parents

The school is signed up to the protocol to raise parents' awareness of Encompass. (See Appendix letter to parents and carers)

Many victims who experience domestic abuse want to tell someone about their experiences and are looking for help. Being involved with Encompass may mean that more parents who are experiencing domestic abuse are likely to contact the Key Adult as a source of support. The majority of support to parents will take the form of a listening ear and signposting to local Domestic Abuse services. There may be occasions however, when the information received by the Key Adult requires immediate direct action; either because the risk to the parent and child is immediate and high, or because the parent is asking for help to leave the violence.

Where there is an immediate risk of harm to the parent and/or the child the police will be contacted, and **in an emergency, this will always be 999.**

Where a parent is seeking help and support to flee abuse or to take other measures to protect themselves, contact can be made with Safe in Salford, Victim Support or Women's Aid using the following details:
https://www.salfordfoundation.org.uk/sisprofessionals/

Women's Aid; Home - Women's Aid (womensaid.org.uk)
https://www.victimsupport.org.uk/

If there is uncertainty around a referral to Safe in Salford, Victim Support/Women's Aid, contact should be made with the Bridge Partnership 0161 603 4500

Multi-agency Risk Assessment Conference (MARAC) and Encompass

MARAC is a victim-focused meeting where information is shared on the highest risk cases of domestic abuse between criminal justice, health, children's services, education, housing practitioners, IDVAs (Independent Domestic Violence Advocate) as well as other specialists from the statutory and voluntary sectors. The aim of MARAC is to share information, understand the level of risk to the individual and relevant others (including children) and develop a risk management plan. MARAC meets every week in Salford. There may be occasions where parents of children notified to schools via the Encompass process have been referred to MARAC. Where the school identifies that they may have additional and relevant information to share with MARAC, the school will contact the Bridge Partnership.

Will the Police refer to Bridge Partnership every time they attend a DA callout where a child is **present?**

Police agreed referral criteria with Bridge Partnership;
A referral to Children's Services needs to be actioned by the attending Officer in respect of Domestic Abuse incidents (recorded as a DAB on IOPS - Integrated Operating Police Operating System) when:

A crime has been submitted & a child was present at/normally resides at the address

OR This incident is the 3rd reported incident in last 12 months
OR It is a child caller to Police/Emergency Services
OR When either the victim or perpetrator is known to be pregnant
OR When there is a child abuse marker (CA) on the address
OR The incident involves a perpetrator subject to licence or Community Order
OR If previous incidents were referred to the Bridge Partnership - even if the Police Officer did not consider that any of the above criteria were met.

The remaining DV incidents are DV incidents where no crime is alleged, i.e. verbal argument only and the other listed criteria are not realised. Therefore, once Encompass has become live, Police will only be sending a notification through Encompass and not to the Bridge Partnership social care. Operation Encompass will notify schools of all incidents and therefore schools will be able to build up a picture of the context a child is living in.

Encompass Parents Awareness Letter (template)

Dear Parent/Carer,

Re: Operation Encompass

The school has been given the opportunity to take part in a project that will run jointly between schools and Greater Manchester Police.

Operation Encompass has been designed to provide early reporting to schools, i.e. prior to 9 .00 a.m. on the next school day, of any domestic abuse incidents that occur outside of school, but which might have an impact on a child attending school the following day. During the school term this information will be shared on school days. When incidents occur on a Friday, Saturday or a Sunday, the police will contact the relevant school the following Monday.

A nominated member of school staff, known as a Key Adult, will be trained to liaise with the police. At *insert school name* our Key Adult is *insert details*. They will be able to use information that has been shared with them, in confidence, to ensure that the school is able to support children and their families. Information will be shared where it is identified that a child or young person was present, witnessed or was involved in a domestic abuse incident.

We always endeavour to offer the best support possible to our pupils and believe that Operation Encompass is going to be beneficial and supportive for all concerned; children and families

Some information about Encompass is included in this letter but if you would like more information about this new initiative, details can be viewed online at *insert details* or you can contact our Key Adult at school *insert details*.

Thank you for your continued support

Chair of Governors Head Teacher

Operation Encompass Police Log Sheet

Police Reference Number (FWIN - Force Wide Incident Number)		Date	
Child's name and age & DOB			
Date and time of incident Address			
Circumstances of incident:			
Additional school information including other Encompass contacts:			
Actions taken and Impact: ……			

Appendix 8 Covid 19

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

At the time of review (September 23), all pupils are in school engaging with face-to-face learning. Should this situation change and subject to government/local authority advice and as per the Outbreak Management Plan, contingency plans to manage the associated safeguarding risks will need to be in place.

The contingency plan below is based on our experiences between March 2020 and Summer 2021 and plans for some or all of the circumstances which occurred during that period occurring again in the coming academic year.

Covid Contingency plans

With the now necessary focus on the school being Covid secure, it is important that staff, students and parents are aware that our safeguarding principles and priorities remain unchanged:

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

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

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

We recognise the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. The DSL (or deputy) will do all they reasonably can to ask parents and carers

to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

The Designated Safeguarding Leads (DSLs) and safeguarding coordination

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

Staff training and safeguarding induction

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

Identification of vulnerable children

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

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

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

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

Attendance

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

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

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with

possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable

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

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

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

Keeping in touch with children who are away from school

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

Mental health

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

Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure

and there may be an impact on their behaviour. Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.
We will work with parents and carers so the pupil can access provision from external providers should our own resources not be sufficient. This may be delivered in different ways, for example over the phone for those children still not attending provision, or from specialist staff or support services.
Teachers will be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work.
The DfE has provided separate guidance on remote education practices during the coronavirus outbreak.

Online safety in school

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

Children and online safety away from school

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

Virtual lessons and live streaming

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

Online safety

We will continue to consider the safety of our children if they are asked to work online. The starting point for online teaching will be that the same principles as set out in our staff behaviour policy (also known as a code of conduct) must be followed. This policy includes the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy will apply equally to any existing or new online and distance learning arrangements which are introduced.

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

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

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

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

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

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

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- TAG
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any

age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

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

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

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