


## JFS Policies – Safeguarding and Child Protection Policy – September 2025

Headteacher	Chair of Governing Board
	
Dr David Moody	Mr Mark Hurst

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1 <sup>st</sup> September 2025	Dr David Moody	September 2026

If you have an immediate safeguarding concern, this should be reported to [safeguarding@jfs.brent.sch.uk](mailto:safeguarding@jfs.brent.sch.uk)  
Our Approach

JFS is committed to the vital contribution all teaching staff, support staff and governors make to safeguarding children. We aim to ensure that Child Protection concerns and referrals are handled sensitively, professionally and in ways that support the specific needs of the individual child. Through providing a caring, safe and stimulating environment which promotes the spiritual, moral social and cultural development of all our students, we aim to foster an atmosphere of trust, respect and security in which all pupils can thrive. All of this can only ever be achieved through an open and honest dissection and reflection of everything that we do on a daily basis. In a sector of where the need for care is unbounded, we will never stop looking for every better efficiencies to make sure that our capacity to care is always maximized.

## Scope of the Policy

This policy applies to all staff within JFS. It should be read in conjunction with all other policies and in particular the policy on Safer Recruitment.

This policy is divided into two sections:

**Section A:** Safeguarding and Child Protection Policy

**Section B:** Safeguarding Standards Required of Staff

## Who to Contact for More Information

The **Designated Safeguarding Lead** at JFS is Miss Gita Patel. Miss Patel is the first person to contact if you have any questions about safeguarding at JFS and she leads on the day-to-day operation of our safeguarding procedures.

Email: [patelg@jfs.brent.sch.uk](mailto:patelg@jfs.brent.sch.uk)

The **Deputy Designated Safeguarding Leads** are Ms Hassam, Miss Rigby, Mrs Tully, Mr Evelyn and Miss Paskin. Ms Hassam oversees Year 7 and 8 Safeguarding and is also the Attendance Lead. Miss Rigby and Mrs Tully oversee Year 9,10 and 11 Safeguarding. Mr Evelyn oversees Year 12 Safeguarding and is also the Head of Year 12 and Miss Paskin oversees Year 13 Safeguarding and is also the Head of Year 13. They all deputise for the DSL in any period of absence.

The general email for safeguarding is: [safeguarding@jfs.brent.sch.uk](mailto:safeguarding@jfs.brent.sch.uk)

The **Safeguarding Officers** support the work of the DSL and DDSL through day-to-day work with our students. Please contact them using the website: <https://jfs.brent.sch.uk/contact-us>

Year 7 8	Ms Parmar
Year 9	Mrs Gorasia
Year 10	Mrs Gorasia   Mrs Shavdia
Year 11	Mrs Shavdia
Year 12 13	Mrs Angel

The **Designated Safeguarding Governor** is Ms Susie Kaye. Ms Kaye is responsible for holding the school to account on its practice.

Email: [governors@jfs.brent.sch.uk](mailto:governors@jfs.brent.sch.uk) (marked FAO: Ms Susie Kaye)

## SECTION A – Safeguarding and Child Protection

### Legal Guidelines

This policy has been drawn up in line with 'Keeping Children Safe in Education 2025' and sets out the school's

response to care for children as set out in:

- Keeping Children Safe in Education, 2025
- Working Together to Safeguard Children, 2023
- The Children Act 2004
- The Education Act 2002
- OFSTED'S Education Inspection Framework, September 2019
- The Counter Terrorism and Security Act 2015
- Mandatory reporting of FGM – procedural information, October 2015

### Definition of Safeguarding

For the purposes of this document. Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as the problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental or physical health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

The list of safeguarding concerns that the school considers is contained within **Appendix I**

### Key Principles

We wish to build a school that runs on simple, effective and well-established systems in a way that is both caring and collaborative. At JFS, our key principles are:

- Always see the child first.
- Never do nothing - be vigilant and proactive.
- Do the simple things better.
- Build safe and trusted relationships.
- Be thorough in the details and follow-through of every incident.

It is expected that all staff and visitors will:

- Be familiar with this safeguarding and child protection policy, including related policies such as e- safety policy.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be alert to signs and indicators of possible abuse. These are listed, non-exhaustively, in **Appendix II**
- Record concerns and ensure these have been received by the Designated Safeguarding Leads. For JFS staff, concerns should be reported on CPOMS and for all serious/urgent concerns, this should involve a conversation with a member of the Safeguarding team.
- Deal with a disclosure of abuse from a child in line with this guidance

### Key Processes

- All staff will be expected to read, sign and be assessed on their knowledge of 'Keeping Children Safe in Education 2025'
- Regular staff training based upon the Safeguarding and Child Protection Policy will mean staff are well prepared to identify at-risk students.
- All teachers submit any concerns through CPOMS. This is reviewed on an on-going basis by the DSL as well as the DDSL's responsible for Key Stages 3, 4 and 5.
- All students in the school are reviewed through Nexus meetings that occur fortnightly for each year group. These meetings are attended by the DSL, DDSL, Safeguarding Officer (SO), SENDCo, Mental Health Lead and Attainment Director.

- All students are ranked on a scale of 1-4 where '4' represents significant concern and '1' represents no concern.
- SO check-ins and response form the backbone of our safeguarding provision, overseen and directed by the DDSL/DSL.
- The progression of all incidents and subsequent actions are recorded on CPOMS to provide an exhaustive account of the school's response to all safeguarding concerns.

## **Key Roles and Responsibilities**

### *Governors*

The Governing Body is the accountable body for ensuring safeguarding is efficient at JFS. The governors must be both supportive and challenging in the scrutiny of safeguarding. They will ensure that:

- JFS has a safeguarding policy and child protection policy.
- JFS operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead.
- The Designated Safeguarding Lead attends appropriate refresher training every two years.
- The Headteacher and all other staff who work with children undertake training on an annual basis
- Temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- The governors review its policies/procedures annually.
- Governors are responsible for liaising with the Headteacher and Designated Safeguarding Leads over all matters regarding Child Protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.
- The Safeguarding Governors will liaise with the Headteacher and the Designated Safeguarding Leads to produce an annual report for Governing Body.
- A member of the governing body is nominated to be responsible for liaising with the local authority and other partner of agencies in the event of allegations of abuse being made against the Headteacher.

### *Headteacher*

The Headteacher is responsible for:

- Supporting the Designated Safeguarding Lead.
- Ensuring internal and external arrangements for consultation and liaison are devised.
- Keeping themselves informed of all Child Protection situations or matters.
- Considering Child Protection input to the curriculum.
- Considering in conjunction with the Designated Safeguarding Leads at what point to involve parents and or those with parental responsibility.
- Ensuring an effective recording system is in place.
- Ensuring arrangements are in place for police checks of voluntary helpers (see Role of the Designated Safeguarding Leads).
- Ensuring that JFS has a Child Protection Policy consistent with legislation.
- Ensuring information about a child or young person whose name is on the register is passed on to a new school.
- Taking the lead where allegations are made against a member of staff.

### *Designated Safeguarding Lead (DSL)*

A senior member of staff from the school and leadership team is the Designated Safeguarding Lead. The Designated Safeguarding Lead take lead responsibility for safeguarding and child protection (including online safety). The role of the Designated Safeguarding Lead carries a significant level of responsibility, and they have 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 interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children. In detail:

### Managing of Referrals

The Designated Safeguarding Lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to contact the police as required.

### Working with Others

The Designated Safeguarding Lead is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners.
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, IT Technicians, mental health lead and special educational needs co-ordinators (SENCOs) 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, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on 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.

### Communication, Record Keeping and Review

- The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.

- When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should inform the Headteacher.
- Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feel their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared, with whom, and when.
- Child Protection records will be stored securely on CPOMS.
- Access to these records by staff other than by the Designated Safeguarding Lead will be restricted according to password permissions.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- We do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- If a pupil/student moves from our school, Child Protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- “Special/Recorded Delivery” or secure online services will be used to send pupil records. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, Safeguarding records will be forwarded on to the relevant organisation.
- If a pupil/student is at an Alternative Provision (AP) for social, emotional, mental health reasons, Safeguarding records will be forwarded on to the relevant organisation and there will be regular meetings between the JFS, the AP, family and any external professionals working with the pupil/student.
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes.

### **Students attending Alternative Provisions**

The safeguarding of students placed in alternative provisions remains the responsibility of our school. The Brent School Attendance Support Officer (SASO) and JFS Attendance Lead are involved in all cases to ensure a coordinated and structured approach. Prior to a student’s placement in an alternative provision, safeguarding checks are conducted. If the provision is being used for the first time and the student will be on-site, a visit is carried out. For previously used provisions, annual confirmation of safeguarding processes is required. Regular review meetings take place with the alternative provision, the student's family, and external professionals engaged with the student. The safeguarding officer conducts fortnightly check-ins with the student and their family, while attendance is reviewed on a weekly basis and academic progress is monitored termly. Any safeguarding concerns raised by the alternative provision are escalated to the DSL team and managed in line with safeguarding procedures. Additionally, students remain connected to school pastoral support and are included in relevant interventions or reintegration plans as required.

### **Students on a Reduced Timetable**

A reduced timetable is only implemented in exceptional circumstances and must be agreed upon in consultation with parents, the student, and external agencies where appropriate. This measure is strictly temporary and subject to regular review, with a clear reintegration plan in place. The Brent School Attendance Support Officer (SASO) and JFS Attendance Lead are involved in all cases, and the reduced timetable is reported to the Education Inclusion Team for the local authority in which the student resides.

Students leaving school early as part of an agreed timetable must be collected by a parent or guardian, with written

confirmation from the parent that they take full responsibility for the student's safeguarding during the periods when the student is not in school. A weekly welfare check is conducted by the safeguarding officer, and the reduced timetable is regularly reviewed with a focus on increasing attendance where possible. Where appropriate, a referral to Early Help via Children's Services is made. Attainment Directors ensure regular monitoring of learning and academic progress to support the student's continued educational development and reintegration into full-time schooling.

### *Teachers*

The safeguarding of students is a fundamental requirement of being a teacher. The responsibilities include:

- Protecting children and young people from harm: This includes physical, emotional, and sexual abuse, neglect, and bullying.
- Reporting concerns: Teachers must report any safeguarding concerns to the designated safeguarding lead in your school immediately.
- Following policies and procedures: Teachers must adhere to the details as set out in this document and follow the procedures JFS has in place to support safeguarding. You must follow these at all times.
- Being aware of the signs of abuse: Teachers should be familiar with the signs that a child or young person may be suffering from harm and be able to respond appropriately.
- Maintaining confidentiality: Teachers must maintain confidentiality about safeguarding concerns, but report any concerns immediately to the designated safeguarding lead.
- Providing a safe environment: Teachers must take reasonable steps to ensure that your teaching practice does not put children or young people at risk of harm.
- Promoting the welfare of children and young people: Teachers must promote the welfare of children and young people in all that you do, and be mindful of the impact of their words and actions on them.
- Keeping up to date with safeguarding training: Teachers should regularly update your knowledge and skills to ensure that you are equipped to respond to safeguarding concerns effectively.

### **Dealing with a disclosure**

When a child tells a member of staff about a safeguarding concern, staff should follow the following advice.

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell the student that you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure the student that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell the student that you believe them. Children very rarely lie about abuse; but the student may have tried to tell others and not been heard or believed.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use T.E.D questions i.e. tell me... explain to me... describe to me...
- Listen and remember - be aware that the child may retract what they tell you. It is essential to record all you have heard.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that the student has a right to be safe and protected.

Following a disclosure, you should immediately inform the DSL, or Headteacher if the DSL is unavailable. You should then write up the disclosure on CPOMS.

The safeguarding team will then assume responsibility for dealing with the disclosure and decide the correct course of action.

### **Allegations Against a Member of Staff, Governor or Visitor**

If a teacher believes that another member of staff has acted inappropriately or broken school policies, they have a

responsibility to report their concerns. However, it is important for the teacher to handle the situation in a professional and confidential manner.

The appropriate steps are set out in the *'Reporting Allegations of Abuse Against Staff, Volunteers and Contractors'* Policy

### **Safeguarding Partners to Support Multi-Agency Working**

We follow locally agreed inter-agency procedures that are put in place by Brent Children's Trust Joint Commissioning Group, Barnet and Hertfordshire Local Authorities and the agreed procedures of any borough in which a JFS student who is referred, may live.

We have a responsibility to identify concerns early, provide help for children and families and prevent concerns from escalating. In order to do this as effectively as possible, the following is true:

- DSL's meet regularly and undergo the appropriate level of training.
- We work in partnership with our safeguarding partners and other agencies in the best interests of the children.
- The Designated Safeguarding Leads/Safeguarding Team members normally make referrals. Where the child already has a safeguarding social worker, the request for service goes immediately to the social worker involved, or in their absence, to their team manager.
- We co-operate with any Child Protection enquiries conducted by children's social care: JFS ensures representation at appropriate inter-agency meetings. We provide reports as required for these meetings. If the school is unable to attend, a written report will be sent.
- Where a pupil/student is subject to a Child Protection plan or a multi-agency risk assessment conference meeting, the school contributes to the preparation, implementation and review of the plan as appropriate.

### **Involving Parents and Carers**

Our preference is to discuss any Child Protection concerns with parents or carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Leads. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

### **Monitoring and Supporting Children on the Child Protection Register**

The DSL and DDSL's monitor pupils whose names are on a Child Protection Plan in line with what has been agreed with Social Care. The Designated Safeguarding Leads liaise with staff, where appropriate, to ensure that the children's needs are met within the school, and to help these children regain their self-esteem and, where necessary, modify their behaviour.

### **Recording Child Protection Concerns**

The Designated Safeguarding Leads create a Child Protection file for the child as soon as any Child Protection concerns are expressed to ensure that there are clear records in case a referral to Social Care is necessary. All information relating to this is held on CPOMS.

### **Child Protection Records**

The Child Protection Record is filled in as far as possible and kept up to date if there are changes in the child's circumstances. Any rough notes made at the time of the incident are scanned and retained as a part of the Child Protection file. CPOMS also contains any reports and records of telephone conversations, home visits and formal communications with Children's Social Care and other agencies. All records will be kept in line with current legislation.



## **Storage of Files**

- All legacy Child Protection files are stored in student logs which are available from the central computer system.
- The designated safeguarding lead is responsible for ensuring that electronic child protection files are kept up to date. Information is kept confidential and stored securely. Each child has their own child protection file. Records give a comprehensive summary of the concern and details of how the concern was followed up and resolved. There are notes of any action taken, decisions reached and the outcome.
- The file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of the KCSIE 2025 guidance.
- Where children leave the school (including in year transfers) the designated safeguarding lead ensures that their child protection file is transferred to the new school 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. This is transferred separately from the main pupil file, and ensuring secure transit, a confirmation of receipt is obtained.
- We recognise that the lack of information about the child's circumstances can impact on their safety, welfare and educational outcomes.
- The designated safeguarding lead also considers if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.
- Please note that as required we hold more than one emergency contact number for each pupil or student.

## **Our Role in Supporting Children**

- We will offer appropriate support to individual children who have experienced safeguarding concerns. The DSL, DDSL's, team of SO's and Mental Health team are instrumental in this.
- A risk assessment or safety plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's Child Protection record.
- We will ensure that those who have suffered abuse are fully protected.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.
- While all children have a right to be safe, some children may be more vulnerable to safeguarding breaches than others and the school will pay particular attention to the vulnerability when dealing with these children.

## **Our Role in Preventing Abuse**

Our Safeguarding Policy cannot be separated from the general ethos of the school, which should ensure that all pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, are listened to and are able to report concerns. To that end, the following should be true:

- There should be clarity for students about who they should speak to if there is a concern that they would like to disclose
- We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Relevant issues will be addressed through the PSHCE and Jewish Studies curriculum, for example consent, child-on-child, self-esteem, emotional literacy, assertiveness, power, and relationship education, e-safety and bullying.
- Relevant issues will be addressed through other areas of the curriculum, for example, English, Jewish Studies, History, Drama, Art and other aspects of the school's work, e.g. assemblies and form time.
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

## **Our Role in Preventing Radicalisation**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

JFS values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. JFS is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

JFS seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### *Reducing Risk*

The school Governors, the Headteacher and the Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments include consideration of the school's RSE curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEN, antibullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Safeguarding leads or the Headteacher and record this on CPOMS. Referrals are passed on to the Prevent team, which the school works closely with. All staff complete appropriate training on the Prevent Duty regularly. The following is true to try and reduce risk:

- Our safeguarding policy along with the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues include such issues in an age appropriate way in their curriculum. Our school works with and engages our families and communities to talk about such issues
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our Designated Safeguarding Leads know where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do.

### **Our Role in Ensuring Online Safety**

We understand that it is essential that children are safeguarded from potentially harmful and inappropriate online material. We ensure that we protect and educate pupils, students, and staff in their use of technology and have mechanisms to identify, intervene in, and escalate any concerns where appropriate.

### *In school*

For further information refer to the E-Safety Safeguarding and Child Protection Policy.

As part of our commitment to safeguarding, we have robust systems in place to ensure appropriate filtering and monitoring of internet use within the school. If IT support staff are unavailable on site, we have plans in place for the systems and monitoring to remain in place by staff working remotely. Where students are using computers in school, appropriate supervision will be in place and coordinated by the member of staff in charge.

**Filtering** is managed through WebScreen provided by the London Grid for Learning (LGfL), which blocks access to inappropriate content. This system is regularly tested through the South West Grid for Learning (SWGfL) to ensure its effectiveness. Weekly testing confirms that the filtering mechanisms are functioning correctly.

**Monitoring** is conducted in two ways:

1. **Automated Monitoring:** Our ICT technicians review filtering reports twice daily to monitor access attempts to blocked sites and assess any inappropriate content that may have bypassed filters. High-risk categories, flagged through automated systems such as Net Support, trigger immediate review by the safeguarding team.
2. **Physical Monitoring:** Staff, including teachers, are vigilant during lessons, ensuring that students are accessing appropriate material. Net Support also provides real-time alerts to help identify and address potential safeguarding concerns.

When concerns arise, they are escalated to the Senior Leadership Team (SLT) for prompt action. Regular meetings between the Designated Safeguarding Lead (DSL), members of the SLT, and the IT technicians ensure ongoing evaluation of our filtering and monitoring processes. This collaborative approach ensures that any safeguarding concerns related to online activity are swiftly identified and addressed, in line with statutory guidance.

We have invested a lot in our IT infrastructure to ensure that appropriate filters and monitoring systems in place. We follow the UK Safer Internet Centre guidance on “appropriate” filtering and monitoring. We are also aware of the risks of radicalisation and extremism and the risks an online presence exposes our students to.

We have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners. With the evolving cyber-crime technologies, we have prioritised staff training and made considerable investments in protecting our systems.

### *Outside school*

Where staff are communicating with children online (e.g. via email or MS Teams, feeding back on work uploaded, using online learning platforms, etc.) they continue to follow our existing staff Code of Conduct and the Acceptable Use of IT Policy.

It is important that all staff who communicate with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with in line with Child Protection Policy and, where appropriate, referrals will continue to be made to children’s social care and, as required, the police. We also make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Online teaching and communications should follow the same principles as set out in the School’s Code of Conduct. We will ensure, as far as practically possible in the given circumstances, any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

### *Online bullying*

Cyberbullying can be extremely humiliating and damaging because of the ease with which the bully can reach a large audience. This includes:

- Using WhatsApp, texts, Instagram, Twitter, Snapchat or other social media to generate or pass on rumours about someone.
- Using social media to pass on images of someone without their consent.
- ‘Sexting’: This is the sending of sexually explicit digital images, videos, text messages, or email, usually via a mobile phone. It normally (but not always) involves boys putting pressure on girls to send them photographs of the girl naked or performing sexual acts, and then passing these on to their friends.
- ‘Trolling’ (anonymously posting abusive messages on a profile page or a Twitter account).
- Making videos on mobile phones and posting them on public sites, or sending them to others.

We enforce the procedures described in the anti-bullying policy where such activities are reported. Staff, parents and students are reminded about the need to report instances of online bullying, whether in school or out of school.

#### *Working with parents and carers*

We make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online.
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school.
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides.
- Know where else they can go for support to keep their children safe online. There are 4 areas of online risk:
  - **content:** being exposed to illegal, inappropriate or harmful content. For example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
  - **contact:** being subjected to harmful online interaction with other users. For example: 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. For example, 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.
  - **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group ([APWG | Unifying The Global Response To Cybercrime](#)).

We ensure that online safety is a running and interrelated theme in our policies and procedures. This includes assemblies, outside speakers, curriculum, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Our policy is that mobiles must not be seen in school and are held in locked pouches. They are confiscated if they are visible. We have safe places where pupils can hand in their valuables and collect them at the end of the day. This highly reduced access means that children, whilst at school will find it difficult to sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We know that these risks return once pupils have left the premises and have increased supervision around the school vicinity to enable children to make their way safely home.

For further information refer to the E-Safety Safeguarding and Child Protection Policy.

#### **Ensuring Safer Recruitment and Selection**

- The school pays full regard to ‘Keeping Children Safe in Education’ (September 2021). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking social media outlets, checking previous employment history and

ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). It is essential that the Headteacher and senior staff have been trained in safer recruitment.

- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. We recognise the stressful and traumatic nature of Child Protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Leads and to seek further support as appropriate.

For further information refer to the SCR and Safer Recruitment Policy.

## **SECTION B – Safeguarding Standards Required of Staff**

### **Overview**

The vast majority of adults who work with children in education settings act professionally. They seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for children and young people in their care. Much relies on pupil and staff interactions where tensions and misunderstandings can occur. It is here that staff behaviours can give rise to allegations being made against them. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

This document seeks to ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour. It is explicitly stated so that it will assist staff to monitor their own standards and practice.

Through this guidance we aim to give a clear message that unlawful or unsafe behaviour will not be tolerated and where appropriate, legal or disciplinary action is likely to follow.

Staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help staff establish the safest possible learning and working environments.

This means that these guidelines apply to all adults working in education settings whatever their position, roles, or responsibilities.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that any such guidance cannot cover all eventualities.

### **Key Principles**

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- Staff should apply the same professional standards regardless of gender, ethnicity or sexuality.
- All staff should know the name of their Designated Safeguarding Leads be familiar with local Child Protection arrangements and understand their responsibilities to safeguard and protect children and young people.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **Duty of Care**

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

Governors, staff and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

This means that adults should:

- always act, and be seen to act, in the child's best interests
- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour
- report any incident to the relevant person within school in a timely fashion using appropriate systems

## **Exercise of Professional Judgement**

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

This means that where no specific guidance exists staff should:

- avoid any actions, words or behaviours that are 'illegal, inappropriate or inadvisable'
- discuss the circumstances that informed their action, or their proposed action, with a senior colleague
- be prepared to seek advice prior to any proposed action if problems are anticipated
- always discuss any misunderstanding, accidents or threats with a senior manager
- always record discussions and actions taken with their justifications
- log any concerns and copy these to the Headteacher, the relevant line manager and the member of staff responsible for safeguarding.

## **Power and Positions of Trust**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

This means that adults should not:

- use their position to gain access to information for their own advantage and/or a child's or family's detriment
- use their power to collude with, intimidate, threaten, coerce or undermine pupils

- use their status and standing to form or promote relationships with children, which are of a sexual nature and would be considered grooming

All adults should be aware of acceptable ways in which a child can be disciplined and of the difference between discipline and bullying.

### **Confidentiality**

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about a child or young person should never be used casually in conversation (e.g. in the corridor during break or lunchtime or in staff workrooms) or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to the Designated Safeguarding Leads.

Confidential information should not be displayed where others can see it.

Gossip spreading within school is not acceptable and, where necessary, situations will be clarified publicly by a senior member of staff.

Any media or legal enquiries should be passed to a member of the senior leadership. Staff should not comment if contacted by any media, including social networks.

The storing and processing of personal information about pupils is governed by the Data Protection Act 1998 and the UK General Data Protection Regulation 2021. All staff must treat all pupil or staff information as confidential. This means that staff:

- are expected to treat information they receive about children and young people in a discreet and confidential manner
- in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff
- need to be cautious when passing information to others about a child/young person
- should record information in an objective and sensitive way and be prepared to defend anything they have written.

### **Propriety and Behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people.

They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

Teachers must appreciate the importance of their own professional status in society. They should recognise that professionalism involves using judgement over appropriate standards of personal behaviour.



This means that adults should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model
- make sexual remarks to a pupil (including email, text messages, Teams messages, phone or letter)
- discuss their own sexual relationships with, or in the presence of, pupils
- discuss a pupil's sexual relationships in inappropriate settings or contexts
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

### **Dress and Appearance**

Staff should consider the manner of dress and appearance appropriate to their professional role which may be different from that adopted in their personal life.

Staff should ensure they are dressed professionally. Staff who dress or appear in a manner which could be considered inappropriate could render themselves vulnerable to criticism or misconduct. The Headteacher can legitimately request that individual members of staff alter their dress or appearance if it is casual or not in line with the high standards of professionalism expected in the school.

This means that adults should wear clothing which:

- promotes a positive, formal and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans (this applies to property that staff may have as well, e.g. cups)
- is not considered to be discriminatory.

The list above is provided as guidance and is not meant to be exhaustive. Staff should seek guidance from their Line Manager if they have any queries. The Headteacher will be the final arbiter on what is deemed appropriate.

### **Gifts**

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when children or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it not acceptable to receive gifts of any significant value (the total value should not exceed £100 from any one family).

Similarly, it is inadvisable to give such personal gifts to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return.

Any reward given to a young person should be agreed practice within the establishment, consistent with the school's behaviour policy, recorded and not based on favouritism. This means that adults should:

- ensure that gifts received or given in situations which may be misconstrued are declared
- generally, only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally.



## **Infatuations**

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with themselves or a colleague, should discuss this immediately with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

## **Social Contact**

Staff must not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes having contact with pupils via social media such as Facebook, Twitter, Instagram, MS Teams, mobile phones and email. Staff must ensure that their privacy settings and account settings for these sites are on maximum, so that pupils cannot access their details.

Staff should not give their personal details such as home/mobile phone number, home or e-mail address to pupils unless the need to do so is agreed with senior management. Where appropriate, staff will be given the use of school-owned mobile phones.

The school e-mail and MS Teams platform should be the only methods used for communication with students regarding school work in accordance with school policy.

This means that adults should:

- always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- report and record any social contact or attempted social contact, which might compromise the school or their own professional standing.

## **Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.

This means that adults should:

- be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay, tickling or fun fights
- never touch a child in affection or anger.

## **Physical Education and other activities which require physical contact**

Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasion have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

This means that adults should:

- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration
- always explain to a pupil the reason why contact is necessary and what form that contact will take.

## **Use of force**

### **The Legal Framework**

- Section 93 of the Education and Inspections Act 2006 permits school staff to use reasonable force (on school premises or on a school activity off-site) to prevent a student from doing, or continuing to do, any of the following:
- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence to an older student);
- Causing personal injury, or damage to the property of, any person (including the student him/herself);
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The DfE guidance 'The Use of Force to Control or Restrain Students' explicitly notes (section 35) that types of force legitimately used could include:

- Passive physical contact resulting from standing between students or blocking a student's path;
- Active physical contact such as:
- Leading a student by the hand or arm;
- Ushering a student away by placing a hand in the centre of the back;
- In more extreme circumstances, using appropriate restrictive holds, which may require specific expertise of training.

### **JFS-specific guidance on Procedures for use of reasonable force or searching students**

As there is no legal definition on what constitutes 'reasonable force' and each circumstance must be judged on its merit, JFS staff members are encouraged to avoid any contact with students or staff at any time (including pats on the back) wherever possible, other than:

1. where it is appropriate for curriculum delivery (e.g. in a Dance or PE activity) in particular circumstances, in which case the consent of the student should be publicly obtained;
2. to prevent harm.

The guidance in appendices 2 and 3 of the staff code of conduct outline how, when and by whom use of reasonable force or search of a student may be carried out.

## **Showers and Changing**

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to

be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

Specific ethnic or religious issues may need to be taken into account when deciding on appropriate behaviour with individual students.

This means that adults should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour

Where there are shower areas:

- announce their intention of entering
- avoid remaining in the room unless pupil needs require it.

This means that adults should not:

- change in the same place as children
- be in a state of undress where children see them shower with children.

### **Pupils in Distress**

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age- appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

In cases where a child is upset as a result of bullying (including online bullying and phone bullying), staff should follow the schools' Bullying Referral System.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

This means that adults should:

- consider the way in which they offer comfort to a distressed pupil
- always tell a colleague when and how they offered comfort to a distressed child
- record situations which may give rise to concern and follow school's procedures
- not be alone with a student and avoid physical contact with students.

### **Behaviour Management**

- Everyone has a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of demeaning or insensitive comments towards pupils is not acceptable.

This means that adults should:

- not use force as a form of punishment
- try to defuse situations before they escalate
- keep parents informed of any sanctions by logging incidents on Arbor

- adhere to the school's 'Behaviour and Discipline' policy

## **Sexual Contact and Sexual Harassment of Young People**

Any sexual behaviour by a member of staff with or towards a child or young person is both unacceptable and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material as well as taking and sending nudes. 'Working Together to Safeguard Children' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Staff should ensure that all interactions with pupils on MS Teams and other learning platforms are kept professional and not used to confer special attention or favour upon a child which may also be construed as being part of a 'grooming process'.

### **One-to-One Situations**

Staff working in one-to-one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of pupils are met.

Staff should endeavour to follow these procedures at all times including during informal meetings at break time and instances after school when pupils may be waiting to be collected to go home or have missed their bus.

Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Headteacher or other senior colleague with delegated authority.

This means that adults should:

- avoid meetings with pupils in remote, secluded areas of school (e.g. music practice rooms, offices which are not in view of others)
- ensure there is visual access and/or an open door in one to one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague
- consider the needs and circumstances of the child/children involved.

### **Transporting Children**

#### **All staff must:**

- Not invite students to use their personal transport, except in an emergency, and with the Headteacher's permission.
- Not be alone with a student in any vehicle, except in an emergency and with the permission of the parent.

Driver and car must be insured for business use, approved by the school.

- Only use personal transport for students on school trips when permission has been given by the Deputy Headteacher or Assistant Headteacher who is responsible for Educational Visits or the Headteacher. Driver and car must be insured for business use, approved by the school.
- Only use personal transport to bring a student to hospital, as a last resort (where an ambulance/parent is not available) and in an emergency. Parents must be informed of the emergency first if possible and asked to bring their child to hospital. If this is not possible then a member of staff must be present when the child is brought to hospital and must stay with the student until the parent arrives at the hospital. [Note: The child/patient becomes the responsibility of the Health Service on arrival at the hospital]. Driver and car must be insured for business use, approved by the school. Where a child is on a residential trip overseas they must be accompanied to hospital by a member of staff who should remain with them until further arrangements are made. Member of staff includes a 'madrich' who is DBS checked and over 18 years old.
- Never give 'lifts' to students outside work situations, unless permission has been received from the parents authorising this, or where the student is an immediate relative of the driver as in rotas for school.

### **Educational Visits and After School Clubs**

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the school site or out of school hours, a suitable level of discipline must be maintained with staff remaining in a position of trust. Staff need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or a relaxation of the normal expectations.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip. All arrangements should be made in accordance with the school's trips and visits policy.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity. Staff must be aware of and follow guidance of the school's policy on trips and visits.

This means that adults should:

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
- undertake risk assessments
- have parental consent to the activity
- ensure that their behaviour remains professional at all times

### **Curriculum**

Some areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

There may also be areas of the curriculum which could lead to pupils expressing views which are extremist or promoting religious conflict, or offensive to others (e.g. racist, sexist, homophobic). It is the duty of all teachers to challenge all contentious or unacceptable language, views and actions by pupils, making it clear that this is not acceptable in the school and log this on CPOMS.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take

guidance in these circumstances from a senior member of staff or the DSLs.

Care should also be taken to abide by the Policy on Sex and Relationships Education and the wishes of parents. Staff should introduce lessons of a sensitive nature with clear guidelines about the parameters within which questions may be asked.

This means that adults should:

- have clear lesson resources
- where possible forewarn students of lesson/assemblies of a sensitive nature.

This means that adults should not:

- enter into or encourage inappropriate or offensive discussion about sexual activity.

### **Photography, Videos and other Creative Arts**

Recording of images may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused. Using images of children for publicity purposes will require the consent of the individual concerned and their legal guardians. Ordinarily parents sign an authorisation as part of the admission process consenting to the use of photographic images.

Images should not be displayed on websites, in publications or in a public place without the consent of a senior manager.

This means that adults should:

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one to one situations
- check with the office to ensure that permission has been given for the use of photographic images.

This means that adults should not:

- take, display or distribute images of children or staff unless they have consent to do so from their Line Manager.

Any department that wishes to start a JFS social media account must do so in consultation with the Headteacher or DSL and follow the agreed policy in place.

### **Internet Use**

Please follow the school's Acceptable Use policies.

For the policy and guidance on the staff social media use see Staff Code of Conduct.

### **Informality**

Staff have a duty to act at all times as responsible adults. Staff should not speak or act informally with the students. Informality can be considered by the students as a basis for a special relationship. It also means that the member of staff is opening themselves up to allegations of inappropriate conduct by the pupil or his/her parents.

This means that staff should:

- Act formally
- Follow the formal school's expectations

### **Reporting Concerns About Other Members of Staff**

Staff have a duty to report any safeguarding concerns/allegations they have about another member staff including supply staff, volunteers and contractors to the Headteacher, or in his absence, the DSL or Deputy Headteacher as set out in the '*Reporting Allegations of Abuse Against Staff, Volunteers and Contractors*' Policy

Where staff have a safeguarding concern/allegation about the Headteacher or Designated Safeguarding Lead then this should be reported to the Chair of Governors.

Where there may be a conflict of interest in reporting to the Headteacher, staff should report directly to the Chair of Governors, Mark Hurst ([Hurst@jfs.brent.sch.uk](mailto:Hurst@jfs.brent.sch.uk)).

All staff have a duty to report concerns about unsafe practices or potential failures in safeguarding, and they are encouraged to do so in line with the school's whistleblowing policy, which ensures confidentiality and protection for those raising concerns.

Staff should be aware of possible causes for concern:

- being overly friendly with pupils,
- having favourites,
- taking photographs of children on their mobile phone,
- engaging with a child on a one to one basis in a secluded area or behind closed doors,
- using inappropriate sexualised, intimidating or offensive language
- using MS Teams inappropriately with students to have personal conversations
- Social media posts that do not align with the values of the school or are in breach of the staff social media policy

### **Child-on-Child Abuse (including Sexual Violence and Sexual Harassment)**

Staff have a duty to be aware that children can abuse other children and that this can happen in and out of school and online. Staff have an important role in preventing child-on-child abuse and responding where they believe a child may be at risk.

This means staff should:

- Know there is a zero-tolerance approach to child-on-child abuse
- Be vigilant and look for signs of child-on-child abuse
- Act immediately if they witness abuse in or out of school e.g. hearing racist/homophobic or sexist comments or seeing physical abuse, by following the school behaviour policy
- Listen calmly and openly if a child discloses child-on-child sexual abuse or harassment
- Report all incidents of child-on-child abuse to DSLs

Failure to act on child-on-child abuse or downplaying certain behaviours as "just banter" or "it's part of growing up" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in the worst case, a culture where abuse is normalised, leading to children accepting abuse and not reporting it.

To prevent a culture of child-on-child abuse, staff should consider their own behaviours.

This means staff should:

- Always act professionally
- Role model the behaviours expected of pupils when interacting with them and other members of staff
- Never use racist/homophobic or derogatory language
- Be seen to act on child-on-child abuse by using the school behaviour policy in every instance

### **Radicalisation and Extremism**

Staff have a duty to report any concerns that they may have if they believe a pupil is being radicalised. Further details can be found in the Safeguarding Policy.

This means that staff should:

- Watch out for signs of extremism and radicalisation
- Report concerns
- Challenge extremist views if expressed in lessons or out of lessons.

## **Appendix I – Safeguarding Concerns**

Acute threats to the safety of children are, non-exhaustively, listed below:

- Abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) ☐ Female genital mutilation
- Mental Health
- Child-on-child abuse
- Serious Violence
- County Lines
- Online Safety including online bullying
- Radicalisation and/or extremist behaviour or vulnerability to radicalisation
- Child Abduction and community safety incidents
- Children and the Court System
- Children missing from education
- Children with family members in prison
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- Honour based abuse
- Forced Marriage
- Sexual violence and sexual harassment between children
- Upskirting
- Bullying including prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Issues that may be specific to a local area or population, for example children affected by gang activity and youth violence
- Other issues not listed here but pose a risk to children, young people and vulnerable adults.

Safeguarding relates to broader aspects of care and education, including:



- Children's and learners' health and safety and well-being
- The use of reasonable force
- Meeting the needs of children and learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety related to a wide range of issues related to content, contact and behavioural issues
- Appropriate arrangements to ensure children's and learners' security, considering the local context.

## Appendix II – Definitions, Signs and Information

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 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.

**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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care- givers); or Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention needing behaviour.
- Illnesses or injuries that are left untreated; failure to organise medical appointments
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

**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. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.

- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Wounds and scars
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying; or Isolation from peers.

**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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness, or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention needing behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

**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 also involve seeing or hearing the ill- treatment of another person. It may involve serious bullying (including cyber 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental or emotional development.
- Sudden speech or sensory disorders including selective mutism.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

**Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):** Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

**Child Sexual Exploitation (CSE)** CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

The following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse drugs and alcohol.
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.
- Some additional specific indicators that may be present in CSE are children who:
- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

**Female Genital Mutilation (FGM):** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Whilst all staff should speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Those who fail to report such cases may face disciplinary sanctions. Teachers will rarely see visual evidence and they should not examine pupils or students.

**Mental Health:** Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We offer support for the mental health for all pupils. These measures include online resources, a programme of personal development and regular contact with their teachers and other staff within the school. Further support will be provided by Senior Leaders or the DSLs as needed and, where appropriate, specialist external support is provided through working with CAHMS, BCYP, WEST, etc.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, they should immediately speak to the designated safeguarding lead or a deputy.

If required, when setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact on both children's and adults' mental health. We will respond to feedback to ensure we support families as best as possible.

**Child-on-Child Abuse:** The school takes child-on-child abuse very seriously. We educate our students and train our staff throughout the year to make sure that there is a culture of openness and that staff are vigilant. Banter is not a suitable excuse for abusing someone and our students are trained to understand that child-on-child abuse is both serious and will be seriously dealt with.

There are arrangements (DSL and safeguarding team accessibility, suggestion boxes, safeguarding email, in place to encourage pupils to report abuse (confidentially or anonymously). These are easily understood and accessible.

We minimise the risk of child-on-child abuse through:

- Staff vigilance
- Staff training
- Encouraging students to report abuse by giving them mechanisms to report abuse and open access to the DSL/DDSL/Safeguarding Team
- Taking appropriate actions when abuse is reported
- Our comprehensive programmes of education (PHSCE, RSE, Jewish Studies)
- The curriculum subjects
- Engagement of a range of external organisations and providers who support us in this work.

Allegations of child-on-child abuse are recorded, investigated, and dealt with by senior staff and DSLs.

DSLs and pastoral staff will, depending on the specifics of the allegations, make arrangements to support the victims, perpetrators and any other children affected by child-on-child abuse. This may involve a range of strategies from school-based support to support from external agencies. Parents will usually be informed and involved. We understand that even if there are no reported cases of child-on-child abuse – it happens here and may just not be reported. We have a zero-tolerance approach to abuse, and do not pass it off as banter nor just having a laugh. We promote the highest standards of behaviour which makes the school a safe place.

We ask the students of places/areas where they may not feel safe (in and out of school) and make sure that concerns in these areas are addressed (e.g. lighting, cameras, extra supervision, etc.). We have staff on duty before school, at break, lunch and after school to ensure the students are supervised at all times and cannot congregate in corridors or bathrooms.

The different forms of child-on-child abuse include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- 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)

We use the UKCIS (UK Council for Internet Safety) Education Group's advice on published sharing nudes and semi-nudes which outlines how to respond to an incident of nude and semi-nude being shared. Consensual image sharing, especially between older children of the same age, may not be abusive but children are taught that it is illegal, whilst non-consensual is illegal and abusive.

We have incorporated the DfE's guidance on Searching Screening and Confiscation. We understand the following constitute sexual violence and harassment:

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), 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.

**Serious Violence:** Staff should be aware of the indicators which may signal children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups ☞ a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence such as:

- 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.

**County Lines:** We recognise that we work in an area where drug crime is prevalent. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

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

A young person’s involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person’s lifestyle should be discussed with them. Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups

- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

**Modern Slavery and the National Referral Mechanism (NRM):** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

**Disabled Children:** When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- Not getting enough help with feeding leads to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred that might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.



Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

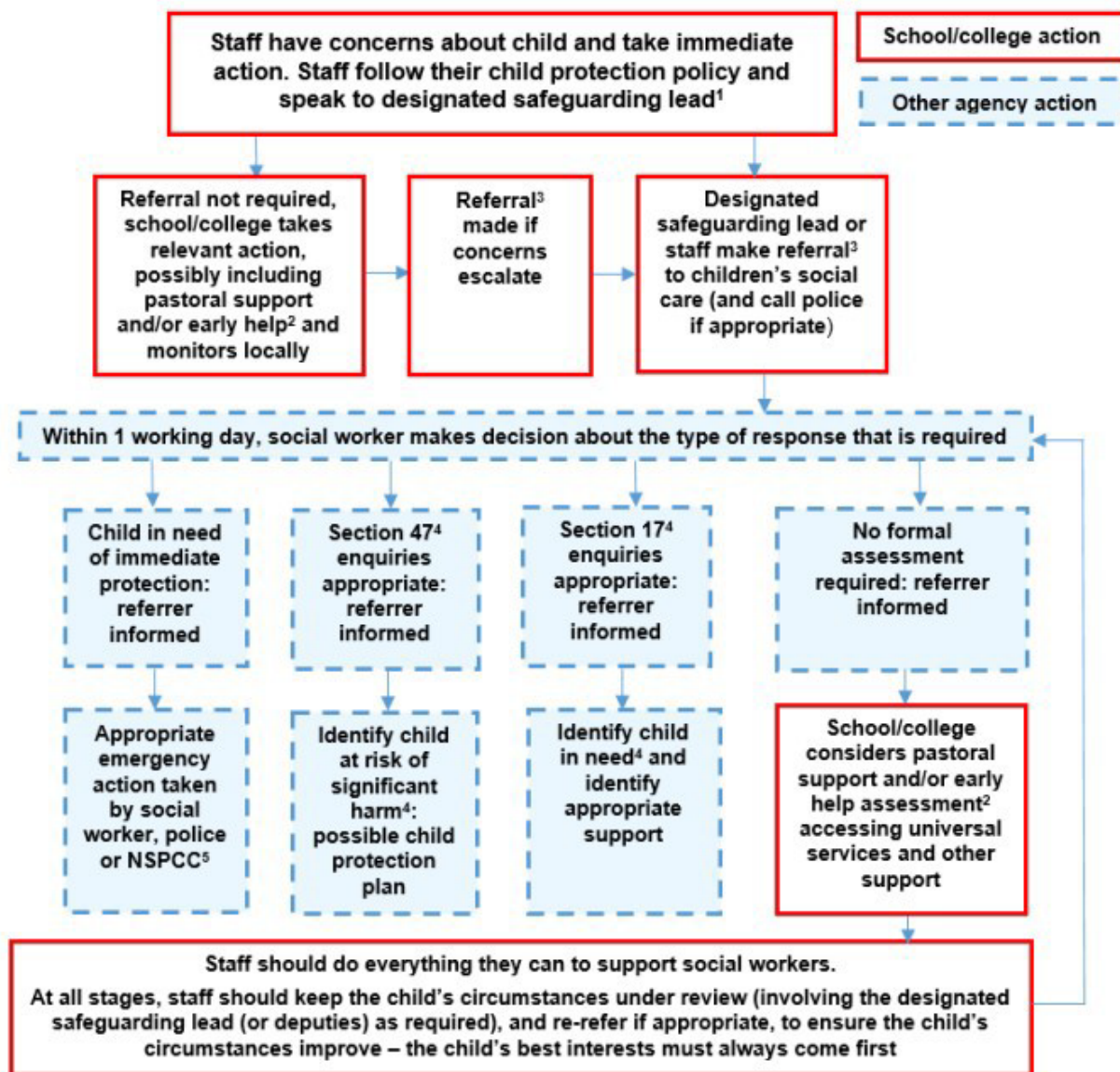
However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



## Appendix III – The Responsibilities for Decision-Making



## Appendix IV – Further Guidance on Specific Topics

Abuse or Safeguarding issue	Link to Guidance/Advice
Abuse	<a href="#">What to do if you're worried a child is being abused</a> - DfE advice <a href="#">Domestic abuse: Various Information/Guidance</a> - Home Office (HO) <a href="#">Faith based abuse: National Action Plan</a> - DfE advice <a href="#">Relationship abuse: disrespect nobody</a> - Home Office website <a href="#">Tackling Child Sexual Abuse Strategy</a> - Home Office policy paper <a href="#">Together we can stop child sexual abuse</a> - HM Government campaign
Bullying	<a href="#">Preventing bullying including cyberbullying</a> - DfE advice
Children missing from education, home or care	<a href="#">Children missing education</a> - DfE statutory guidance <a href="#">Child missing from home or care</a> - DfE statutory guidance <a href="#">Children and adults missing strategy</a> - Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a> - Barnardo's in partnership with HM Prison and Probation Service
Child Exploitation	<a href="#">Trafficking: safeguarding children</a> - DfE and HO guidance <a href="#">Care of unaccompanied and trafficked children</a> – DfE statutory guidance <a href="#">Modern slavery: how to identify and support victims</a> – HO statutory guidance
Drugs	<a href="#">Drug strategy 2017</a> - Home Office strategy <a href="#">Information and advice on drugs</a> - Talk to Frank website <a href="#">Drug and Alcohol education — teacher guidance &amp; evidence review</a> – PSHE Association website
(so called) “Honour Based Abuse” including FGM and forced marriage	<a href="#">Fabricated or induced illness: safeguarding children</a> - DfE, DH, HO <a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a> - Public Health England <a href="#">Medical-conditions: supporting pupils at school</a> - DfE statutory guidance <a href="#">Mental health and behaviour</a> - DfE advice
Health and Wellbeing	<a href="#">Fabricated or induced illness: safeguarding children</a> - DfE, DH, HO <a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a> - Public Health England <a href="#">Medical-conditions: supporting pupils at school</a> - DfE statutory guidance <a href="#">Mental health and behaviour</a> - DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a> - Ministry of Housing, Communities & Local Government guidance
Private fostering	<a href="#">Private fostering: local authorities</a> - DfE statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a> - Home Office guidance <a href="#">Prevent duty: additional advice for schools and childcare providers</a> - DfE advice <a href="#">Educate Against Hate website</a> - DfE and Home Office advice <a href="#">Prevent for FE and Training</a> - Education and Training Foundation (ETF)

Abuse or Safeguarding issue	Link to Guidance/Advice
Violence	<a href="#">Serious violence strategy</a> - Home Office Strategy <a href="#">Factors linked to serious violence and how these factors can be used to identify individuals for intervention</a> – Home Office <a href="#">Youth Endowment Fund</a> – Home Office <a href="#">Gangs and youth violence: for schools and colleges</a> - Home Office advice <a href="#">Ending violence against women and girls 2016-2020 strategy</a> - Home Office strategy <a href="#">Violence against women and girls: national statement of expectations for victims</a> - Home Office guidance <a href="#">Sexual violence and sexual harassment between children in schools and colleges</a> - DfE advice

## Appendix V – Resources for Teaching Online

Resources for teaching online	Link to Guidance/Advice
Toolkits	<p><a href="#">Childnet - STAR SEND Toolkit</a> equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.</p> <p><a href="#">Childnet - Just a joke?</a> provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.</p> <p><a href="#">Childnet - Step Up, Speak Up</a> a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.</p> <p><a href="#">Preventing Harmful Sexual Behaviour toolkit</a> by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.</p> <p><a href="#">NSPCC - Harmful sexual behaviour framework</a> An evidence-informed framework for children and young people displaying HSB.</p> <p><a href="#">Contextual Safeguarding Network – Beyond Referrals - Schools</a> levers for addressing HSB in schools.</p>

## Appendix VI – Resources Relating to Online Safety

Online Safety	Link to Guidance/Advice
Advice for governing bodies/proprietors and senior leaders	<p><a href="#">Childnet</a> provide guidance for schools on cyberbullying</p> <p><a href="#">Educateagainsthate</a> provides practical advice and support on protecting children from extremism and radicalisation</p> <p><a href="#">London Grid for Learning</a> provides advice on all aspects of a school or college’s online safety arrangements</p> <p><a href="#">NSPCC</a> provides advice on all aspects of a school or college’s online safety arrangements</p> <p><a href="#">Safer recruitment consortium</a> “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective</p> <p><a href="#">Searching screening and confiscation</a> is departmental advice for schools on searching children and confiscating items such as mobile phones</p> <p><a href="#">South West Grid for Learning</a> provides advice on all aspects of a school or college’s online safety arrangements</p> <p><a href="#">Use of social media for online radicalisation</a> - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq</p> <p>UK Council for Internet Safety have provided advice on, and an <a href="#">Online Safety Audit Tool</a> to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring</p> <p>Department for Digital, Culture, Media &amp; Sport (DCMS) <a href="#">Online safety guidance if you own or manage an online platform</a> provides practical steps on how companies can embed safety into the design of their online platforms. It offers information on common platform features and functions (such as private messaging) and their risks, as well as steps that can be taken to manage that risk.</p> <p>Department for Digital, Culture, Media &amp; Sport (DCMS) <a href="#">A business guide for protecting children on your online platform</a> provides guidance to businesses on how to protect children on their online platform. It outlines existing regulatory requirements and provides best practice advice on how to protect children’s personal data, ensure content is appropriate for the age of users, ensure positive user-to-user interactions and address child sexual exploitation and abuse.</p>
Remote education, virtual lessons and live streaming	<p><a href="#">Case studies</a> on remote education practice are available for schools to learn from each other</p> <p><a href="#">Departmental guidance on safeguarding and remote education</a> including planning</p> <p><a href="#">London Grid for Learning</a> guidance, including platform specific advice</p> <p><a href="#">National cyber security centre</a> guidance on choosing, configuring and deploying video</p> <p><a href="#">National cyber security centre</a> guidance on how to set up and use video conferencing</p> <p><a href="#">UK Safer Internet Centre</a> guidance on safe remote learning</p>
Support for children	<p><a href="#">Childline</a> for free and confidential advice</p> <p><a href="#">UK Safer Internet Centre</a> to report and remove harmful online content</p> <p><a href="#">CEOP</a> for advice on making a report about online abuse</p>

Online Safety	Link to Guidance/Advice
Online Safety Parental support Link to Guidance/Advice	<p><a href="#">Childnet</a> 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</p> <p><a href="#">Commonsensemedia</a> provide independent reviews, age ratings, &amp; other information about all types of media for children and their parents</p> <p><a href="#">Government advice</a> about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying</p> <p><a href="#">Government advice</a> about security and privacy settings, blocking unsuitable content, and parental controls</p> <p><a href="#">Internet Matters</a> provide 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</p> <p><a href="#">Let's Talk About It</a> provides advice for parents and carers to keep children safe from online radicalisation</p> <p><a href="#">London Grid for Learning</a> provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online</p> <p><a href="#">Stopitnow</a> resource from <a href="#">The Lucy Faithfull Foundation</a> can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)</p> <p><a href="#">National Crime Agency/CEOP Thinkuknow</a> provides support for parents and carers to keep their children safe online</p> <p><a href="#">Net-aware</a> provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games</p> <p><a href="#">Parentzone</a> provides help for parents and carers on how to keep their children safe online</p> <p><a href="#">Parent info</a> from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations</p> <p><a href="#">UK Safer Internet Centre</a> provide tips, advice, guides and other resources to help keep children safe online</p>