



London School
of Jewish Studies

LSJS ITT
CHILD PROTECTION &
SAFEGUARDING POLICY
2022/2023



Contents

Topic	Page number
Contacts	4
Using Safeguarding and Child Protection Policies – an overview	5
Aims	5
Key definitions	5-6
Equality statement/ vulnerable children	6
Legislation, guidance, advice, useful references	6-7
Safer recruitment	7-8
Training, roles & responsibilities	8-10
Mobile phones and cameras	10
Record keeping	10
Monitoring arrangements	11
Appendix 1 – types of abuse	11
Appendix 2 – specific safeguarding issues	12-14
Appendix 3 – allegations of abuse against staff	14-17

1. Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL) LSJS	Jillian Dunstan	02082036427 jillian.dunstan@lsjs.ac.uk
Designated Safeguarding Lead (DSL) LSJS	Danny Baigel	02082036427 danny.baigel@lsjs.ac.uk
Chief Executive LSJS (can be called on for assistance in school holidays/ out of hours)	Joanne Greenaway	02082036427 joanne.greenaway@lsjs.ac.uk
Local Authority Designated Officer (LADO)	Barnet	02083594528
Chair of Trustees LSJS	Gary Phillips	02074311912
Member of the LSJS Trustee Board responsible leading on monitoring the effectiveness of this policy	Sue Nyman	07976994331
Counter Extremism Helpline	(Mon-Fri 9am-6pm, closed Bank Holidays)	020 7340 7264 counter.extremism@education.gov.uk
Safer Recruitment trained at LSJS	Dr Helena Miller Danny Baigel Jillian Dunstan Galia Segal Paul Gould Joanne Greenaway Suzanne Wayland	02082036427 Helena.miller@lsjs.ac.uk Danny.baigel@lsjs.ac.uk Jillian.dunstan@lsjs.ac.uk Galia.segal@lsjs.ac.uk Paul.gould@lsjs.ac.uk Joanne.greenaway@lsjs.ac.uk Suzanne.wayland@lsjs.ac.uk

2. Using Safeguarding and Child Protection policies – an overview

Safeguarding and child protection is **everyone's** responsibility.

Trainees who are employed by a school for their training year (i.e. School Direct trainees) who have safeguarding concerns about a child in their school need to make use of their school's DSL and follow their school's Child Protection and Safeguarding policies as they are members of school staff.

Trainees who do not have a single fixed school for their training year (i.e. SCITT trainees) and any School Direct trainees who are out on placements/ visits at other schools during the year should use the DSL and Child Protection and Safeguarding policies at the school that they are being hosted at if they have concerns about a child. If they are unable to make contact with the DSL whilst on a placement/ visit, they should seek the advice of a senior member of staff at their school and if they are unable to reach them should contact the LSJS DSLs for assistance in reaching the DSL/ senior team at the school or for advice.

LSJS volunteers, LSJS trustees and LSJS staff should refer to the wider LSJS Safeguarding and Child Protection policy rather than this one. The LSJS policy provides advice on contact with/ concerns that they may have with regard to children at LSJS (e.g. Sunday learning hubs/ clubs) and vulnerable adults at LSJS. That policy will also have links to other relevant LSJS policies (e.g. Whistleblowing).

Staff who work in the area of ITT with LSJS should refer both to this ITT-specific Safeguarding and Child Protection Policy and to the wider LSJS Safeguarding and Child Protection policy. That policy will also have links to other relevant LSJS policies (e.g. Whistleblowing).

3. Aims

LSJS' ITT division aims to ensure that all those working with children:

- are aware of their statutory responsibilities for safeguarding children.
- contribute to providing a safe environment in which children can learn.
- understand that they are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.
- are trained to recognise such safeguarding issues.
- understand how these responsibilities are carried out, taking appropriate action in a timely manner that safeguards and promotes children's welfare.
- are trained to report safeguarding issues.
- maintain a vigilant attitude, where safeguarding is concerned, of 'it could happen here' and 'it could be happening to this child'.

4. Key Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. See Appendix 1 for more details/ information on **physical abuse**, **emotional abuse**, **sexual abuse** and the signs of each.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. See Appendix 1 for more details/ information on the signs of neglect.

See Appendix 2 for more information on/ explanations of specific safeguarding issues (e.g. Sexting and FGM).

Children includes everyone under the age of 18.

5. Equality statement/ vulnerable children

All children should have the same protection from harm. Any child may be at risk from harm and may benefit from early help, but some children have an increased risk of abuse or may face additional barriers with respect to recognising or disclosing it. It is important therefore to be particularly alert to the potential risks to and need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

6. Legislation, statutory guidance, advice and useful references

In order to safeguard and protect the welfare of children, LSJS staff and trainees will act in accordance with the following statutory documents, guidance documents and legislation:

- *Keeping Children Safe in Education (KCSIE)*. Statutory. Updated every September. Statutory guidance on safeguarding children and safer recruitment. All staff and trainees must read at least Part One every year in order to understand and discharge their responsibilities as set out in that section. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- *Working Together to Safeguard Children (WTSC) DfE*. Statutory guidance on inter-agency working to safeguard and promote the welfare of children. <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- *What To Do If You Are Worried A Child Is Being Abused – Advice for Practitioners*. Guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take. <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Staff and trainees are reminded to follow any additional statutory, guidance or advice documents that are not listed here but are published during the course of the year or from time-to-time, even if temporary. For example, specific guidance on safeguarding children during Covid was published and applied throughout the summer of 2020.
- The Children Act 1989 and 2004 amendment, which provides a framework for the care and protection of children
- The Children Act 2004
- Children and Social Work Act 2017

- Education Act 2002 (Section 175/157), which places a duty on schools to safeguard and promote the welfare of pupils.
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty) and Statutory guidance on the Prevent Duty which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- NB: Staff and trainees are strongly encouraged to undertake the e-learning training on Prevent found at <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Anti-social Behaviour, Crime and Policing Act 2014, which makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry.
- Serious Violence Strategy 2018
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
- Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.
- Statutory Framework for the Early Years Foundation Station, which also sets out requirements relating to safeguarding and welfare.
- The government's information sharing advice for safeguarding practitioners can be found at <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Guidance from the UK Council for Child Internet Safety on Sexting, for all staff at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf and for DSLs at <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

7. Safer Recruitment

LSJS staff are recruited in line with LSJS recruitment procedures. Although the Primary and Secondary Programme Managers are usually accompanied by school staff on their observations of trainees/ unqualified teachers in schools, they both also have a DBS.

We will always verify the identity and professional qualifications of the unqualified (UQ) teachers and trainees who take LSJS teacher training courses. Unqualified teachers taking Assessment Only and trainees who are unattached to a single school for the year (i.e. SCITT) will show their original documents to the LSJS Academic Registrar and a copy will be kept. Trainees who are attached to a school will show their original documents to the lead school (who will either provide a copy to the LSJS Academic Registrar or will send confirmation that they have seen the documents and kept a copy) and to their own school's HR department.

An enhanced Disclosure and Barring Service (DBS) certificate will be obtained for any trainee who will be engaging in regulated activity (see definition below), a separate barred list check if they will start work in regulated activity before the DBS certificate is available and verification that they are not subject to a prohibition order/ disqualified if they are employed to be a teacher. In the case of School Direct courses, the school carries out a DBS for their trainee and undertakes any other checks which are in line with local safeguarding procedures (e.g. contacting the police from another country if a trainee has joined from abroad); a copy of the DBS is kept by lead schools and the DBS numbers are passed to the Academic Registrar at

LSJS. For SCITT courses the Academic Registrar carries out a DBS for each trainee and keeps a copy of the DBS or DBS number.

LSJS verifies the mental and physical fitness of a trainee to carry out their responsibilities via a health questionnaire. Those employed directly by a school (i.e. School Direct) may also have this check by their school.

The employing school verifies the right of trainees to work in the UK and carries out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent. The LSJS Academic Registrar does these checks for the SCITT trainees.

For all teacher training courses and for Assessment Only trainees are required to complete an application form; the trainee/ UQ teacher's previous employment history is checked for any contradictory/ incomplete information. For teacher training courses references are provided by referees as part of the application process via UCAS/ Apply. For Assessment Only references are sought from the two named referees.

Where a trainee is recruited to a school for their training (i.e. School Direct) the recruitment panel should have someone who is safer recruitment trained from the school on the interview panel and be carried out in line with local safeguarding procedures.

There will always be someone from the LSJS ITT provider on the interview panel for teacher training course places.

The Primary Programme Manager and Secondary Programme Manager are both trained in Safer Recruitment for Education.

Definitions:

Regulated activity means a person who will be responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Concerns:

LSJS will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where it is believed that the individual has engaged in relevant conduct <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#relevant-conduct-in-relation-to-children> ; or the individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009 <https://www.legislation.gov.uk/ukxi/2009/37/contents/made> ; or the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

8. Training and Roles & Responsibilities

Safeguarding and child protection is **everyone's** responsibility.

The Primary Programme Manager and Secondary Programme Manager are trained as Designated Safeguarding Leads (DSLs). DSLs are responsible for keeping their Level 3 training up to date and for always acting in accordance with their training, the latest legislation and wider documents which are relevant to them as members of staff within LSJS (e.g. staff handbook and other LSJS staff policies). The CEO of LSJS is responsible for ensuring that DSLs have access to the time and funds for accessing this training and guidance.

The DSLs read KCSIE annually, including any updates, and receive the time and training needed to stay up to date for their DSL roles and so that they can effectively train and advise trainees in safeguarding matters.

Trainees who are employed by a school for their training year (i.e. School Direct trainees) who have safeguarding concerns about a child in their school need to make use of their school's DSL and follow their school's Child Protection and Safeguarding policies as they are members of school staff.

Trainees who do not have a single fixed school for their training year (i.e. SCITT trainees) and any School Direct trainees who are out on placements/ visits at other schools during the year should use the DSL and Child Protection and Safeguarding policies at the school that they are being hosted at if they have concerns about a child.

A trainee/ LSJS member of staff who has a concern about a child will act in accordance with the Safeguarding and Child Protection policy at the home/ placement/ visit school at which there is a concern and report directly to that school's DSL. However, if a trainee is struggling to reach the DSLs/ senior team at the school, they may contact the LSJS DSLs, who will give assistance to the trainee with making contact with the DSLs/ senior team/ Headteacher at the school.

Safeguarding/ child protection concerns will usually be followed up by the school DSLs directly. However, the LSJS DSLs have level 3 training and so should it be appropriate/ relevant, are well placed to be able to provide advice and support on child welfare and child protection matters; liaise with a trainee's school's DSL or Headteacher; take part in strategy discussions and inter-agency meetings and/or support other staff to do so; contribute to the assessment of children; and to refer suspected cases, as appropriate, to the relevant body (e.g. local authority children's social care, Counter Terrorism Helpline, Disclosure and Barring Service, police); to support staff who make such referrals directly; liaise with case managers and local authority designated officers (LADO) for child protection concerns as appropriate.

All trainees are asked to read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance Keeping Children Safe in Education (KCSIE) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (which is updated annually, usually in the Autumn Term) before they start their training and to sign to this effect.

Trainees who are not linked to a single school for their training year (i.e. SCITT) will be given Level 1 Safeguarding training by an LSJS DSL at the start of their training year.

Trainees who are employed as unqualified teachers by a school for their training year (i.e. School Direct) will receive Level 1 training via the usual training cycle of their school but will also receive an introduction to safeguarding from LSJS at the start of the year.

Trainees are asked during the start of any training at a school (whether their school for that year or a placement school) to familiarise themselves with key policies including safeguarding/ child protection, behaviour, code of conduct and to know the role and identity of the designated safeguarding lead (DSL) in their school.

Knowledge of specific safeguarding issues:

In addition to the introduction to safeguarding or Level 1 training mentioned above, trainees may receive additional training in specific safeguarding issues as part of their centre-based training from LSJS. For example, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Trainees are usually asked to complete the Home Office online Prevent training at <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> during their training year and to send their certificate to the person overseeing their centre-based training and/ or to include their certificate in their teacher standards evidence file.

Confidentiality/ sharing of information:

Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Staff/trainees should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The government's information sharing advice for safeguarding practitioners at <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff/trainees are in any doubt about sharing information, they should speak to the school DSL or if they are not available, the LSJS DSLs.

Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

Responsibilities with regard to concerns about abuse and neglect:

Although trainees and LSJS staff should be guided by the school DSLs and school policies, it is important not to delay reporting something if it is believed that a child is suffering or likely to suffer from harm, or in immediate danger. Advice can be sought from the NSPCC helpline on 0808 800 5000 and anyone can make a referral to the local authority children's social care and/ or the police. School DSLs and the LSJS DSLs will be happy to support a trainee who is making a direct referral if they would like this support.

Responsibilities with regard to concerns about extremism:

Although the school DSLs will often be the ones in schools who make referrals to the Counter Terrorism Helpline (Prevent, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism) or the local authority children's social care team, school staff/ trainees can also call directly to raise concerns about extremism with respect to a pupil on 020 7340 7264. The DfE also has a dedicated email address counter.extremism@education.gov.uk though this is not for use in emergency situations.

Responsibilities with regard to concerns/ allegations about a member of staff:

Concerns about a member of school staff or school volunteer posing a risk of harm to children should be dealt with in accordance with the relevant school's policies (Safeguarding and Child Protection, policies covering allegations against staff, Whistleblowing).

Concerns about a member of staff from LSJS should be raised with the Primary Programme Manager (DSL) or Secondary Programme Manager (DSL) in respect to the relevant programme. If the concerns/allegations are about a Programme Manager/ DSL, speak to the LSJS CEO. The Programme Managers/ Chair of Trustees will then follow the procedures set out in appendix 3, if appropriate.

9. Mobile phones and cameras

Staff/ trainees are allowed to bring their personal phones to LSJS/school for their own use but will limit such use to time when pupils are not present. Staff/ trainees will not take pictures or recordings of pupils on their personal phones or cameras without their Headteacher's permission and will familiarise themselves with and adhere to the mobile usage policy of the particular setting in which they are placed.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in LSJS.

10. Record-keeping

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

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual trainees will be retained for a reasonable period of time after they have left LSJS.

Safeguarding records relating to individual children will not be retained by LSJS; this will be overseen by the school to whom the safeguarding/ child protection issue was reported.

Documentation such as standards files should be picked up within 3 months of obtaining QTS or they may be discarded.

11. Monitoring arrangements

This policy will be reviewed annually by the DSLs. At every review, it will be approved by the trustees board.

Appendix 1: types of abuse

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

Physical abuse

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

Emotional abuse

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse

This 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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

Appendix 2: specific safeguarding issues

Sexting

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Child sexual exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Peer on peer abuse

Peer on peer abuse is inappropriate behaviour between peers that may include but is not limited to bullying; abuse in intimate personal relationships; physical abuse; sexual violence; sexual harassment; causing someone to engage in sexual activity without consent; sexting (consensual and non-consensual sharing of nudes and semi nudes images and or videos); upskirting, (taking a picture under a person's clothing without their permission); initiation/hazing type violence and rituals.

Child Criminal Exploitation (CCE)

Child criminal exploitation is a form of abuse by which an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal activity, in exchange for something the victim needs or wants, and/or for the financial or status advantage of the perpetrator. For example, children may be forced or manipulated into transporting drugs or money through 'county lines.'

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The school HT or DSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity.

So-called 'honour-based' violence (including FGM and forced marriage)

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

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

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

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

A pupil confiding in a professional that FGM has taken place

A mother/family member disclosing that FGM has been carried out

A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

The above indicators and risk factors are not intended to be exhaustive.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff/trainees have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

Talking as if from a scripted speech

An unwillingness or inability to discuss their views

A sudden disrespectful attitude towards others

Increased levels of anger

Increased secretiveness, especially around internet use

Expressions of sympathy for extremist ideologies and groups, or justification of their actions

Accessing extremist material online or possessing extremist literature

Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 8.5 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried. Further information on LSJS's measures to prevent radicalisation are set out in other policies and procedures.

Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of LSJS staff has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

It applies regardless of whether the alleged abuse took place in LSJS. NB: Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal or leaving LSJS. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Partner Headteachers will be consulted if appropriate.

Based on an assessment of risk, we will consider possible alternatives such as:

- Providing an assistant to be present when the individual has contact with children.
- Redeploying the individual to alternative work in LSJS so that they do not have unsupervised access to children.

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Programmes Manager/ DSL (or Chair of Trustees where the Programmes Manager/ DSL is the subject of the allegation – the ‘case manager’ – will take the following steps:

Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police.)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at LSJS is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate.

If immediate suspension is considered necessary, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at LSJS and their contact details.

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

If it is decided that further action is needed, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

Inform through the school’s DSL the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

Keep the Headteacher/ DSL (and through them the relevant parents or carers of the child/children involved informed of the progress of the case and the outcome as appropriate) informed.

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If LSJS is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately liaise with the relevant school's DSL to suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the trustees will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in LSJS's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 5 working days.
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 18 working days.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer (LADO) whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or LSJS ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and LSJS's personnel adviser will discuss with the LADO whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the LSJS case manager and personnel adviser will discuss with the LADO whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending LSJS.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Co-Head of Teacher Training/ relevant Programmes Manager or other appropriate person in the case of an allegation against the Co-Head of Teacher Training/ Programmes Manager will liaise with the relevant school to consider whether any disciplinary action is appropriate against the pupil(s) who made it or will consider this internally in the case of an invented/ malicious allegation being made by a trainee who is not linked to a school. It will be considered whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

LSJS will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer (LADO), police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared

- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, LSJS will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

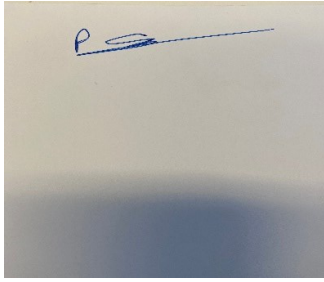
Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer (LADO) to determine whether there are any improvements that we can make to LSJS's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

Signed on behalf of LSJS:

A square image showing a handwritten signature in blue ink on a light-colored background. The signature is stylized and appears to be the initials 'PG' followed by a horizontal line.

(Paul Gould, on behalf of senior leadership team, LSJS).

Date: Summer 2024

To be reviewed in Summer 2025