



KEREM SCHOOL
(Including Kerem Early Years Unit)

Child Protection and Safeguarding Policy

This policy is made available to all the Kerem Community on the school website and is available from the school office.

This should be read in conjunction with the Staff Code of Conduct (Appendix 4) and the Whistle Blowing Policy (Appendix 5), both of which can be found in the Staff Handbook and the Safer Recruitment Policy. The policy expressly refers to the most up to date statutory guidance Keeping Children Safe in Education (September 2016), Working Together (2015) and Prevent (2015). Kerem follows the guidance of Barnet LSCB.

Designated Safeguarding Leader contact details

Mrs Avital Fisher – 07790 789196 (Senior DSL)

Miss Alyson Burns – 07885 911281

Miss Sarah Brand (EYU) – 07885 911271

Useful Contact Numbers

Barnet Social and Caring Services 020 8359 4066

Police Non-Emergency 101

Kerem School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practise safe recruitment, in accordance with our policies, in establishing the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse. (See Appendix 1)
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

- Be aware of the dangers of internet use and potential cyber bullying.

We have procedures in place and this policy is in accordance with:

- The Education Act 2002
- Keeping Children Safe in Education September 2016 (KCSIE)
- Education (Independent Schools Standards) (England) Regulations September 2016 (as amended from time to time)
- What to do if you are worried a Child is being Abused (March 2015)
- Working Together to Safeguard Children (March 2015)
- WT refers to the non-statutory advice: Information sharing (March 2015)
- Information Sharing (2015)
- Preventing and Tackling Bullying (2014)
- Behaviour and Discipline in Schools (2014) (Non Statutory)
- Prevent Duty Guidance: for England and Wales (March 2015). Prevent is supplemented by non-statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Independent Schools Inspectorate Handbook (September 2016) – the regulatory requirements and as amended)
- Independent Schools Inspectorate Commentary on Regulatory Requirements (September 2016)
- Disqualification under the Childcare Act 2006 (March 2015)
- Serious Crime Act 2015/Counter-Terrorism and Security Act 2015
- Teacher misconduct – Disciplinary procedures for the regulation of the teaching profession July 2014
- Use of Reasonable Force Advice for head teachers, staff and governing bodies July 2013

The school will:

- All staff, including temporary staff and volunteers, must be provided with induction training that includes: the Child Protection policy, Staff handbook and booklet (including Staff Code of Conduct), the named Safeguarding officers and a copy of KCSIE part 1 September 2016 and Whistleblowing Procedures.
- Staff will be regularly updated in regards to refresh the Safe Guarding policy when KCSIE is updated by the DfE.
- Ensure we have at least three designated senior persons for child protection who have received appropriate training and support for this role. These are Mrs Avital Fisher and Miss Alyson Burns. Mrs Fisher is the designated person for the Early Years Unit. This training is updated every 2 years.
- Ensure that all fears or allegations of abuse are reported to the Designated Person (Appendix 1 – number 4) and that policy procedures are subsequently followed. Also, that reports be referred to the Designated Officer – see appendix 2 for contact Details) where necessary. Although anyone can report concerns straight through to the Local Authority.
- Ensure we have a nominated governor responsible for child protection. This is Mrs Laurel Freedman.
- Ensure every member of staff (including temporary and supply staff and volunteers) and Governors know the name of the designated senior person responsible for child protection and their role (DSL).

- Ensure all staff and volunteers read, understand and adhere to the school's staff code of conduct. This can be found in the staff booklet and handbook. (This is given to all staff on induction – See Induction policy). See Appendix 4.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop and maintain effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure everyone (leaders and those who work directly with children) received, read and adheres to KCSIE Annex A.

Safer Recruitment (See separate Policy) - the school will:

- Ensure Safe recruitment practices are always followed including Enhanced Disclosures via the DBS for all adults who have regular access to children on or off site in compliance with the Independent Schools Standards Regulations.
- The school operates Safer Recruitment procedures. This includes ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment (training is valid for 5 years), and carrying out, before interviews, all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations set out in Keeping Children Safe in Education. (Part 3 – Safer Recruitment – KCSIE September 2016)

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum including the use of the internet and social media. (Useful websites CE Op's Thinkuknow website www.thinkuknow.co.uk)
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil on the Child Protection Register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

This policy:

- Is in accordance with locally agreed inter-agency procedures and is made available to parents on the school website and on request in school;
- Requires that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- Provides that the governing body undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.
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Support for Staff

- The School recognises the need for regular training in line with LSCB requirements. Staff and the DSL(s) will receive regular informal updates in child protection matters, at least annually in relation to induction and formal updates. All staff (including part-time and voluntary staff) are to be made aware of child protection procedures, including who should be contacted with concerns.
- Staff who have been involved with an abused child may find themselves stressed and upset. Kerem School encourages staff to seek support from the Designated Person as needed.
- Staff are encouraged to read 'What to do if you are worried a child is being abused' (2015).

Early Years Foundation Setting

- This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS').
- Requires that any deficiencies or weaknesses in child protection arrangements are remedied without delay.

Disqualification Under the Child Care Act 2006

- All staff with the EYFS or those in a 'caring capacity' must declare that they or others who live in their household are not disqualified from working with children.

Use of Mobile Phones and Cameras in the EYU

To ensure the safety and welfare of children in our care, we operate a personal mobile phone usage policy which stipulates that personal mobile phones cannot be used when in the presence of children.

To ensure this we will ensure that:

- All mobile phones will be kept in the staff room throughout contact time with children.
- Mobile phone calls may only be taken at staff breaks or in staff members' own time.
- If you have a personal emergency, you are free to use the school's phone or make a personal call from your mobile in the designated staff area of the school.
- Staff (will need to) ensure that managers have up to date contact information and that staff make their families aware of emergency work telephone numbers.
- This is the responsibility of the individual staff member. During group outings nominated staff will be allowed to carry a 'Kerem' mobile phone, which doesn't allow photo or internet access, and which is to be used for emergency purposes only.

- Personal mobile phones should only be used in staff rooms on both sites or in the office. The school provides mobile phones for staff use for trips and other occasions where a phone may be needed. These do not have photo or internet facilities.
- The Early Years Coordinator is able to use her school mobile phone for emergencies and for communicating with the main school.

Cameras:

- Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements are an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Only the designated nursery/reception camera(s) are to be used to take any photo within the setting or on outings. Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the class camera; this should be placed in the designated area in each classroom. Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week.
- At all times the camera must be placed in a prominent place where it can be seen.
- We expect staff to use the iPads in accordance with the school's Data Protection policy.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

This policy must be reviewed annually, including an update and review of procedures and their implementation, or more regularly if required.

THE DESIGNATED PERSON AT KEREM SCHOOL IS AVITAL FISHER (DEPUTY HEAD) AND THE 2ND DESIGNATED PERSON IS ALYSON BURNS (HEAD TEACHER). SARAH BRAND IS THE DESIGNATED PERSON AT THE EYU. THE GOVERNOR RESPONSIBLE IS LAUREL FREEDMAN.

Reviewed November 2017. Next review September 2018.

APPENDIX 1

Introduction

The purpose of this policy is to enable staff to play their part in protecting the children in our care from abuse.

It consists of:

1. A definition of safeguarding and child abuse.
2. Definitions of each of the four kinds of abuse. That is:
 - a. Neglect
 - b. Emotional Abuse
 - c. Physical Abuse
 - d. Sexual Abusetogether with a list of signs and symptoms. In each case a cluster of symptoms would lead to concern.
3. Advice on how to deal with a child who chooses to make a disclosure about something of this nature that has happened to him or her.
4. The procedure to be followed if worrying signs are observed.
5. What to do if you are uncertain about what you have seen or heard.
6. What to do if a member of staff is involved in the concerns.
7. The responsibilities of the Designated Person.

Remember that the key concern has to be the care and protection of the children.

1. DEFINITIONS

Definition of Safeguarding:

Protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, taking action to enable all children and young people to have the best outcome.

"The action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes in to contact with children and families has a role to play." Working Together to Safeguard Children 2015.

Definition of Child Abuse:

A form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

2. KINDS OF ABUSE

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). As listed on page 12/13 of KCSIE (September 2016)

2A Neglect

Neglect and Non Organic Failure to Thrive:

The persistent failure to meet a child's basic physical and/or psychological needs is likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and Symptoms:

- Failure to thrive
- Recurrent and persistent minor infections
- Severe nappy rash
- General developmental delay
- Anxious attachment
- Under stimulated
- Poor hygiene, unkempt and dirty
- Poor skin and hair tone
- Pot belly
- Overly pink hands and feet
- Neurological problems - movement
- Speech and language delay
- Limited attention span
- Immature social skills
- Overactive, aggressive, impulsive
- Indiscriminate friendliness
- Seeks physical closeness from strangers
- Lack of self esteem
- Thrives away from home
- Without appropriate adult supervision

2B Emotional Abuse

The persistent emotional ill-treatment 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 in so far as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of

emotional damage is involved in all types of ill treatment of a child, though emotional abuse may occur alone.

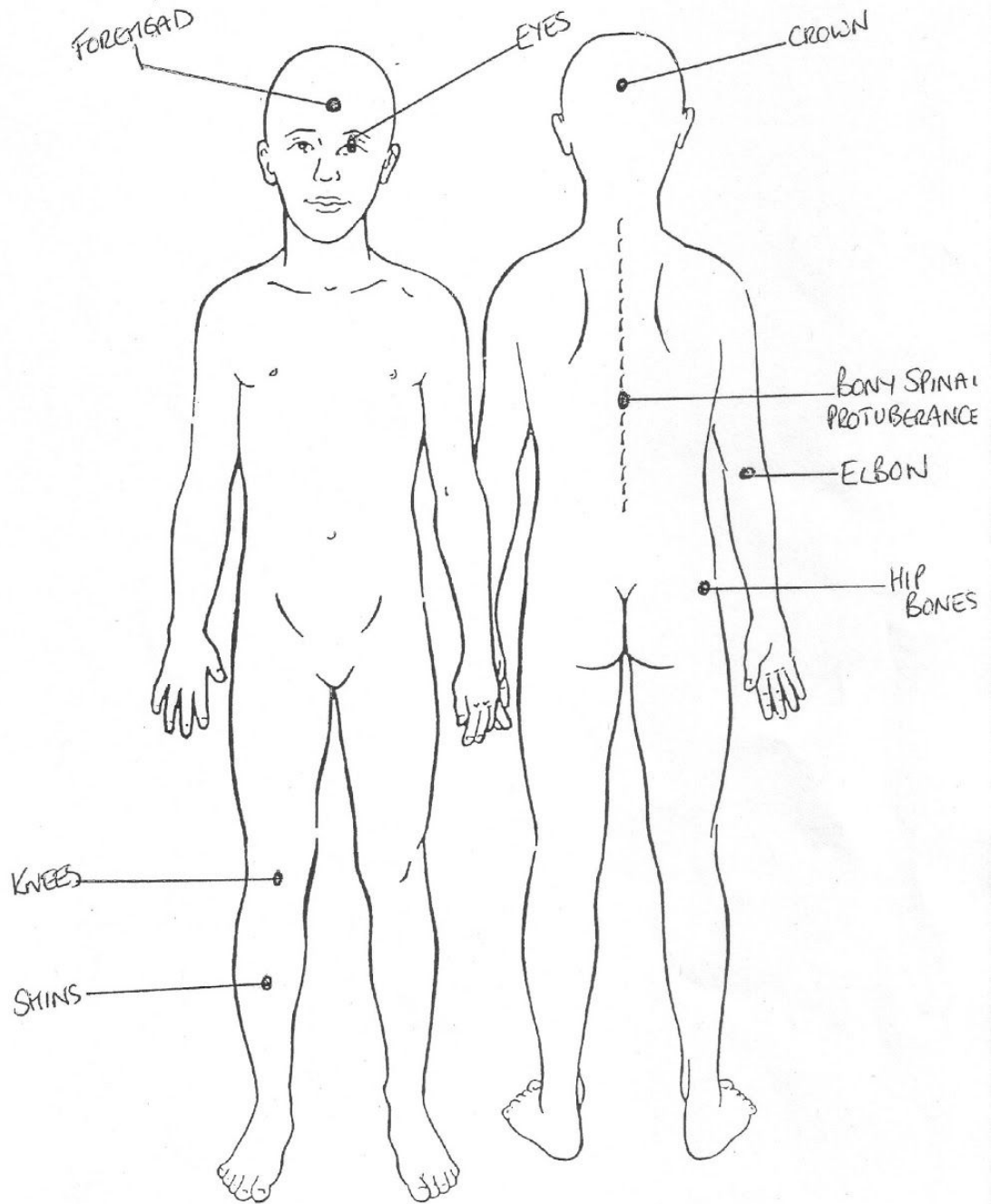
Signs and Symptoms:

- Low self esteem – lack of confidence
- Fearful
- Withdrawn
- Unduly aggressive behaviour
- Excessively clingy
- Attention seeking behaviour
- Constantly seeking to please
- Inappropriately friendly to strangers
- Little reaction to pain or discomfort
- Doesn't seek comfort for pain or upset
- Good at school but not at home
- Chaotic hyperactive play
- Unable to give to others – selfish

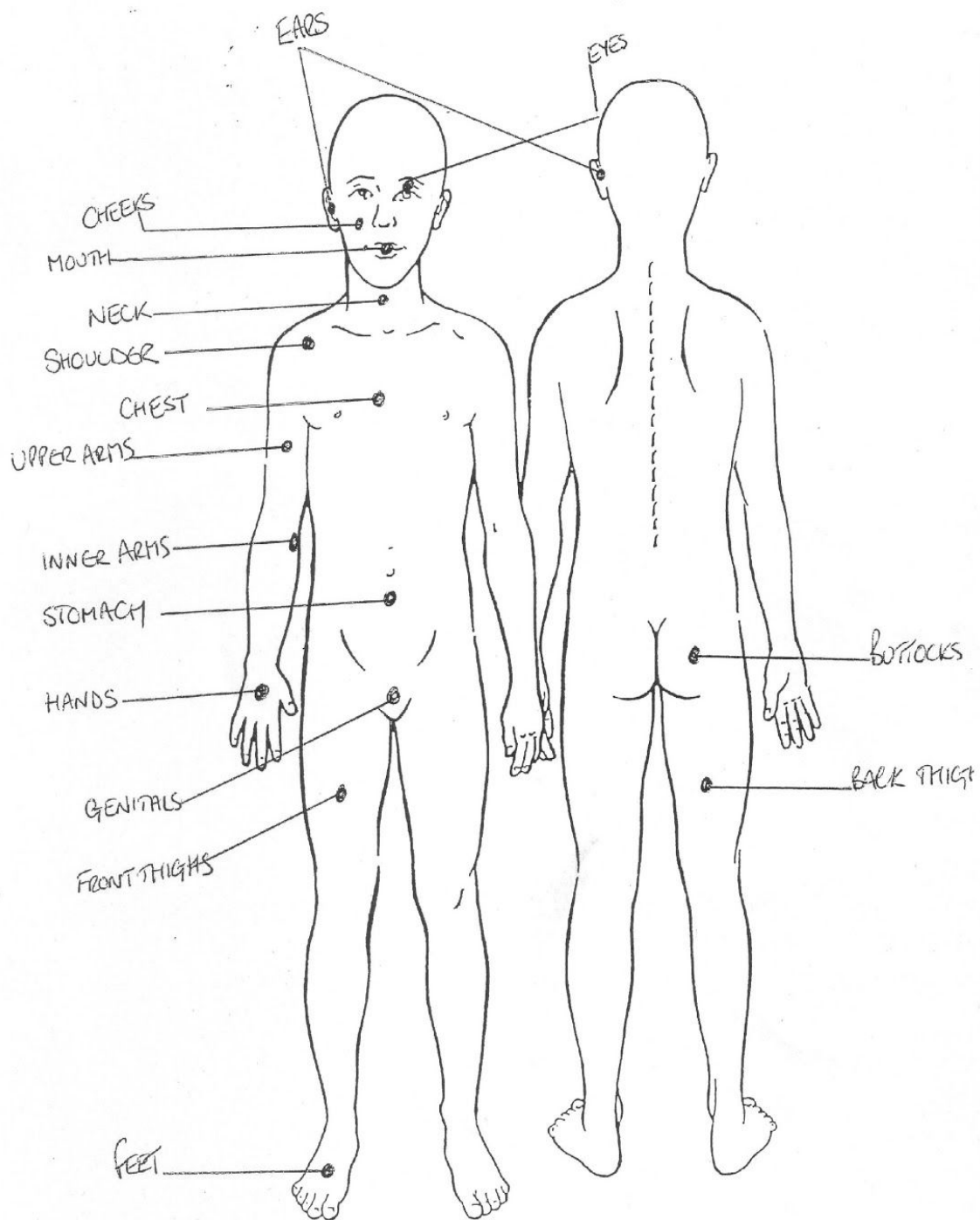
2C Physical Abuse

Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering), to a child. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. The following diagrams show common sites on the body for Non-Accidental and Accidental injury however notwithstanding the diagrams, only parts of a child's body which are normally visible should be viewed by staff or members of the school community.

COMMON SITES FOR ACCIDENTAL INJURY



COMMON SITES FOR NON ACCIDENTAL INJURY



2D Sexual Abuse/ Child Sexual Exploitation

Actual or likely abuse/exploitation of a child or adolescent. Sexual abuse involves 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. The activities may involve physical contact, including penetrative and non-penetrative acts (male/female). They may include non-contact activities, such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This could take the form of: coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. Children (and parents) will be directed to appropriate victim support in accordance with KCSIE September 2016. Copies of the document are available in the school office.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Signs and Symptoms:

- Genital damage
- Pain passing urine
- Bleeding
- Recurrent urinary tract infections
- Sexually transmitted diseases
- Pregnancy
- Flash backs or re-experiencing
- Shows more knowledge of sex than is usual for a child of his or her age
- Inappropriate sexualised play
- Excessive public masturbation
- Sexually provocative with adults
- Psychosomatic responses – headaches, abdominal pains
- Change in behaviour pattern – disruptive, withdrawn, regressive, wetting, soiling
- Desperate to leave home
- Sexual assault on younger children

2E Female Genital Mutilation (FGM)

Staff are aware of what this means and the potential possibility of a child being at risk, however the school community is very low risk in this regard. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

2F Preventing Radicalisation

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

The School has a duty to have due regard to the need to prevent people being drawn into terrorism and the statutory guidance issued - The Counter-Terrorism and Security Act, February 2015 (section 26 and 29) (the CTSA 2015)

These are in four general themes: risk assessment, working in partnership, staff training and IT policies.

Protecting children the risk of radicalisation is seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

2G Missing Children

Absences are carefully monitored. Missing Children procedures will be followed (see Missing Child Policy), it could be a potential indicator of abuse and neglect.

The school will inform the local authority of any pupil who is going to be deleted from the admission register for any reason(KCSIE September 2016).

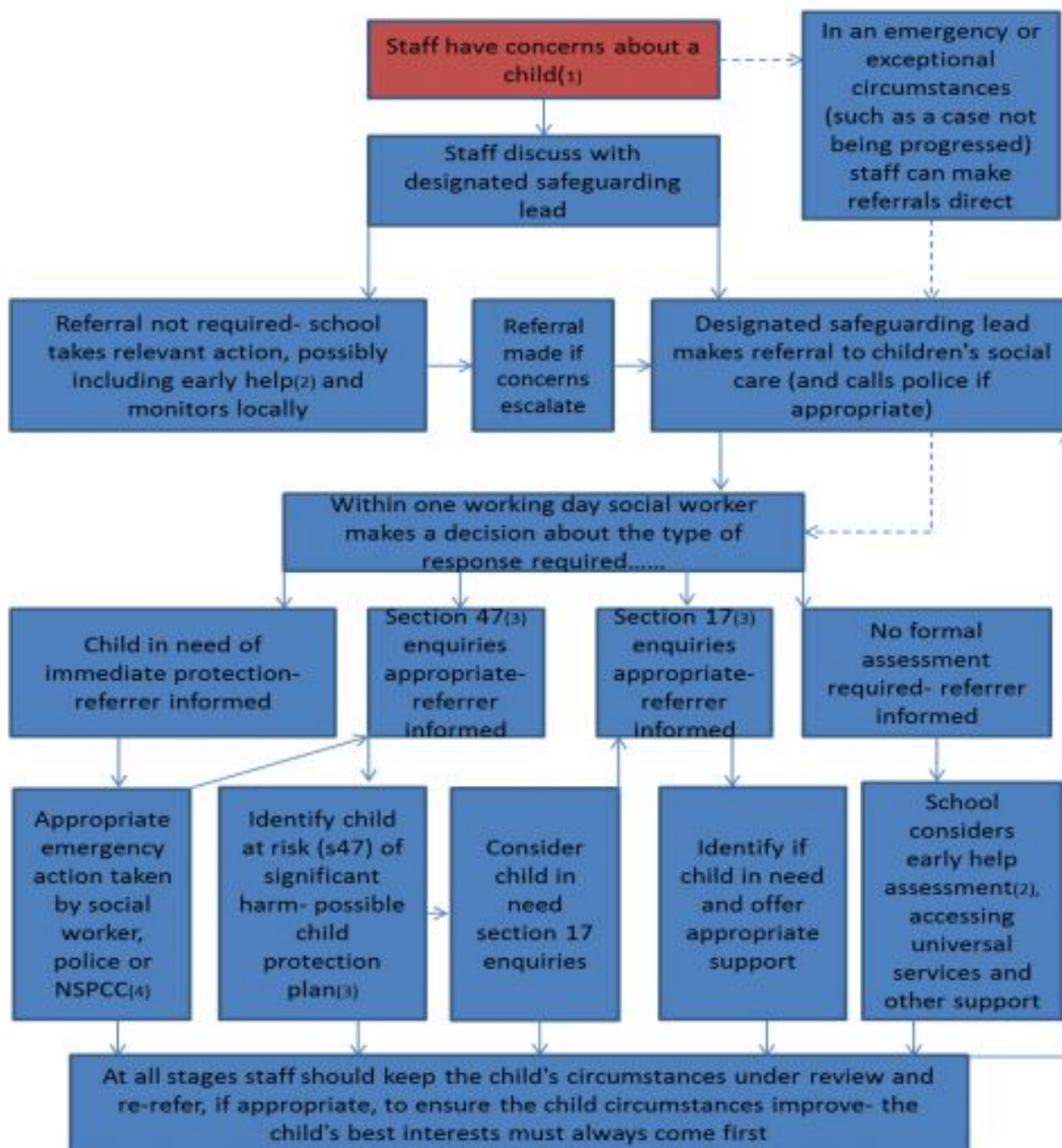
The school will inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

3. DEALING WITH A CHILD WHO DISCLOSES ABUSE

- Listen and never directly question. Provide constant reassurance. Never stop a child/young person who is freely recalling an incident. Explain that you are concerned for their well-being and help them understand what will happen next. Do not promise not to tell anyone.
- Make a clear written record of what you have been told or have observed – including time, setting, people present and behaviour observed. Keep the information confidential to yourself and the Designated Person.
- Make sure you gain support for yourself from the Designated Person – you may well find the situation emotionally distressing.

4. PROCEDURE IF WHAT YOU ARE TOLD OR OBSERVE MAKES YOU SUSPECT ABUSE HAS TAKEN PLACE

Actions when there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm- full details in Chapter one of [Working together to safeguard children](#).

(4) This could include applying for an Emergency Protection Order (EPO).

(P11 FROM KCSE September 2016)

- Inform Mrs Fisher, who is the DSL, immediately. She will discuss with you what you have been told or observed and will then make a decision as to the next step. If she is not available, contact Miss Brand or Miss Burns (if child is in the

EYU). ANY concerns you have should be noted and reported however small one may think it is.

- Where the incident or concerns are sufficiently serious or worrying, contact Barnet Social and Caring Services Help Desk on 0208359 4066 and give details of the incident or concerns within 24 hours. If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Barnet help desk immediately. ANYONE can make a referral but it is not up to individual staff to investigate. More information about the full local procedures are available at www.barnet.gov.uk/bscb/.
- Children may disclose abuse which occurs by one or more children against another child. When there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm and we will refer this to the Local Authority as a child protection concern and the child/children will be dealt with in accordance with our Behaviour Policy.
- Allegations of abuse made against other children. It can take many forms for example; sexting, inappropriate touching or incitation into different groups. We take any form of abuse or allegation of abuse seriously. Abuse is abuse and will never be tolerated or passed off as 'banter' or 'part of growing up'.
- If the school ever has looked after children the staff will be appropriately trained.

5. WHAT TO DO IF YOU ARE UNCERTAIN ABOUT WHAT YOU HAVE SEEN OR HEARD.

If you are uncertain as to whether you are justified in feeling worried about a child's welfare, it is important to share your concerns with someone you can trust who has sufficient experience to advise helpfully. It is important to share your concerns immediately to the DSL. They will both advise you and support you in the next step. It is useful anyway to write down what has led to your worries. Give them a copy of your notes. They will advise what to do. If they feel the worries are justified, then the procedure above will be followed. If not, the best way forward is usually to keep your eyes open with regard to the child and monitor their welfare for a while. What is not helpful at this stage is to share your concerns widely. That can lead to real difficulties if unfounded suspicions are gossiped about. It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is important to act on and refer the early signs of abuse and neglect, to keep clear records, to listen to the views of the child, to reassess concerns if situations do not improve, to share information quickly and to challenge inaction.

Children who are suffering or at risk of serious harm should be reported to Children's Social care immediately. ANYONE can make a referral. Children who are in need of additional support, from one or more agencies may require an inter-agency assessment using local processes.

We do not require parental consent for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

6. RECORD KEEPING

The DSL keeps records of all child protection concerns and issues throughout a child's career. It is essential therefore that she is informed of any concerns or issues that arise in any section. The Head Teacher will monitor regularly that adequate record keeping is taking place. These records will be kept securely, confidentially stored and separate from the child's normal school records. Records will be kept indefinitely.

7. WHAT TO DO IF A MEMBER OF STAFF/ SCHOOL VOLUNTEER/DESIGNATED PERSON IS INVOLVED IN THE CONCERNS. (PART 4 OF KCSIE)

Please see Whistleblowing Policy – Appendix 5. There is a useful NSPCC Whistleblowing helpline for staff (0800 028 0285).

This is potentially the most difficult area for us to deal with. Here, our policy must be that the child's welfare is paramount though we must pay due regard to the rights and welfare of the staff member also. The following are the points to be borne in mind to ensure that a quick resolution of any allegation must be a clear priority for the benefit of all concerned:

As in other cases of allegations of abuse, those made against a teacher/designated person must be listened to carefully and a written record made of the conversation.

- Staff must report such allegations immediately to the Designated Person (in our case the Deputy Head Teacher) in or her absence the Deputy Designated Person.
- In the case of an allegation against the Head Teacher the Chairman of Governors must be informed, without informing the Head.
- In any case where the allegation is reported to someone other than the Head, the Head must be kept informed, unless she is the subject of the allegation.
- The Head Teacher (or Chairman of Governors) will decide in considering all the available evidence, whether (i) there is sufficient substance in the allegation to merit its referral to the child protection agencies for investigation and (ii) the allegation was prompted by inappropriate behaviour which should be considered under the school's disciplinary procedures rather than referral.
- Schools must not undertake their own investigations of an allegation without prior consultation with the local authority or in most serious cases, the police.
- Unless there is an objection from the child protection agencies, the teacher concerned must be informed of the allegation and the likely course of action as soon as possible. In borderline cases discussions with the Designated Officer can be held informally and without naming the school or individual. The Designated Officer should be informed within one working day of all allegations or that are made directly to the police.
- Discussions should be in writing with the Designated Officer and communication with the individual and parents agreed. The school must consider carefully whether the circumstances of the case warrant suspension or whether alternative

arrangements should be put in place. Due weight must be given to the views of the Designated Officer and the policy when making a decision about suspension.

- The member of staff concerned should seek advice from his or her professional association and has the right to be accompanied at any interview by a representative of this association or by a friend.
- Schools must make every effort to maintain confidentiality and guard against unwanted publicity.
- The school is committed to promptly reporting to the DBS any person (whether employed, contracted, volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children and the DBS referral criteria are met. The school have a legal duty to respond to requests from the DBS for information they hold already. The school will also make a referral to the National College of Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had she/he not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an NCTL referral.
- Statutory guidance from KCSIE Part 4 – Allegations of abuse made against teachers will be followed when dealing with this matter.

APPENDIX 2

THE DESIGNATED PERSON

The appropriate designated person will be Avital Fisher – this role has been designated by the Governing Body.

They will:

- Act as a source of advice, support and experience within the school and be responsible for referring to Social Services any cases of abuse or allegations of abuse which are brought to her and where referral is the appropriate course of action.
- Ensure that the Child Protection Policy is available to all members of staff and that training is provided regularly, in line with advice from the LSCB.
- Ensure that the Child Protection Policy is updated and reviewed annually and work with the designated Governor regarding this.
- Communicate the key points of the Child Protection Policy to parents so that they are aware of the school's responsibilities (which may lead to referrals to Social Services).
- Keep detailed records of all concerns about children.
- Receive inter-agency training as the Designated Person at two-yearly intervals.
- Ensure that there is always an appropriate person on site to act as deputy in her absence.
- Receive sufficient time, funding, supervision and support to fulfil this role, including inter-agency training.
- There are 2 deputy designate people the Head Teacher and the other Deputy Head Teacher. They receive level 3 training at least every 2 years.
- They are contactable on 020 8455 0909 (Norrice Lea site)/020 8455 7524 (EYU) during school hours or on 07790 789196 (Mrs Fisher's mobile), 07885911281 (Head Teacher's mobile)/07885911271 (Mrs Brand's school mobile).

Barnet Duty and Assessment Team – 020 8359 4066 / 020 8359 4097

It should be noted that "...the Local Authority's Every Child Matters responsibilities extend to all children receiving services in their area, irrespective of the type of school in which they are being educated and of the local authority area (or in the case of overseas pupils, the country) they come from." (*Keeping Our Schools Safe*, Sir Roger Singleton, pg 47)

Ofsted 08456 404046

Norwood 020 8809 8809

Childline 0800 1111

APPENDIX 3

| | Current Practice | Responsible | Monitoring |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Ensure safe recruitment in checking the suitability of staff and volunteers to work with children | <ul style="list-style-type: none"> ● DBS for staff ● Overseas checks ● Fresh checks for new staff taking on roles | Mrs Sagal | Head Teacher/ Governor with Child Protection responsibilities ("Responsible Governor") |
| Raising awareness of child protection issues | <ul style="list-style-type: none"> ● Yearly updates /2 yearly training ● Staff induction programme | Head Teacher Deputy Head | Responsible Governor |
| Equipping children with the skills needed to keep them safe including safeguarding and e-safety | <ul style="list-style-type: none"> ● PSHE Programme ● ICT Lessons and Streetwise sessions on e-safety | PSHE co-ordinator ICT Teacher/Co-or dinator | Deputy Head |
| Developing and implementing procedures for identifying and reporting suspected cases of abuse | Existing child protection policy/nw incorporated in annex to updated policy | Deputy Head (Pastoral) Head teacher | Head Teacher Responsible Governor |
| Supporting children who have been abused in accordance with his/her agreed child protection plan | Welfare officer | Deputy Head (pastoral) | Head Teacher/ Responsible Governor |
| Establishing a safe environment in which children can learn and develop | <ul style="list-style-type: none"> ● Through staff training ● Staff Protection Policy ● Health and Safety Policy ● Code of Conduct | Leadership Team Head Teacher | Head Teacher/ Responsible Governor |
| Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to. | <ul style="list-style-type: none"> ● Site security ● Class teachers ● Welfare Officer ● Independent listener | Deputy Head Welfare Officer Office | Head Teacher/ Responsible Governor |
| Ensure children know there are adults in the school whom they can approach if they are worried | <ul style="list-style-type: none"> ● Class teachers ● Independent listener | Deputy Head | Head Teacher/ Responsible Governor |
| Opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse | Continued development of PSHE policy and co-ordination for all years | PSHE Co-ordinator | Deputy Head (pastoral)/ Responsible Governor |
| Follow relevant guidance from DFE | Regular checking of DFE website | Deputy Head (pastoral) | Head Teacher |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------|
| Designated senior person who has received appropriate training and support | Level three training bi-annually | Head Teacher Deputy Head (Pastoral) EYU Co-ordinator | Responsible Governor |
| Nominated governor for child protection | Annual nomination by Board of Governors | Board of Governors | Chair of the Governors |
| Ensure every member of staff (including temporary, supply staff and volunteers) and governing body knows the name of the designated senior person responsible for CP and their role | <ul style="list-style-type: none"> • Notices in staff areas • Included in handbook • Include in Child Protection Policy | Head teacher Deputy head and Key Stage Co-ordinators Induction Co-ordinator | Responsible Governor |
| Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection. | <ul style="list-style-type: none"> • 3 yearly Training or in line with LSCB/LA requirements • See also Appendix to policy for staff procedures • Annual updates and policy review at the beginning of each academic year. | Head Teacher/ Deputy | Head Teacher/ Governor responsible |
| Notify social services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Register. | | Office staff | Head Teacher/ Governor responsible |
| Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences (if and when appropriate) | <ul style="list-style-type: none"> • Attendance at Barnet courses • Contact with Binoh | Head Teacher/ Deputy Head | Responsible Governor |
| Visiting speakers, when visited by staff, must be suitable and appropriately supervised. | Staff must ensure they have checked the identity of the speaker and informed the Bursar | Staff member/ Bursar | Head Teacher |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| New staff induction may include training on Child Protection, Prevent, KCSIE Part 1, Identity of Designated person, Staff Code of Conduct, Behaviour. | | Deputy Head (Pastoral) | |
| Keep written records of concerns about children, even where there is no need to refer the matter immediately. | File in locked cupboard in Head's office | Deputy Head (Pastoral) | Responsible Governor |
| Ensure all records are kept securely, separate from the main pupil file, and in locked locations | Locked in Head's filing cupboard | Head Teacher Deputy Head (Pastoral) | Responsible Governor |
| Develop and then follow procedures where an allegation is made against a member of staff or volunteer. | Procedures in place in Appendix 1 to the policy | Deputy Head (Pastoral) | Head Teacher/ Responsible Governor |
| Ensure safe recruitment practices are always followed. | New Staff Recruitment Policy in place including Safer Recruitment guidance | Head Teacher | Responsible Governor |
| Liaison with other agencies that support the pupil such as social services, Binoh, Norwood | <ul style="list-style-type: none"> ● Good links with Social Services ● Education welfare service ● Norwood, Binoh | Deputy Head/ Head Teacher | Head Teacher / Responsible Governor |
| Ensuring that, where a pupil on the Child Protection Register leaves, their information is transferred to the new school immediately and that the child's social worker is informed. | | Head Teacher/ Deputy Head (Pastoral) | Responsible Governor |

APPENDIX 4

CODE OF CONDUCT FOR SCHOOL STAFF

At Kerem we believe in creating a whole school culture that is safe and inclusive. This code of conduct sets out ten key principles for the creation and maintenance of a safe school culture. The aim of this Code of Conduct is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

Objectives of a safe school culture:

- To safeguard pupils and protect staff
- To make explicit expectations of performance and conduct
- To minimise opportunities for abuse
- For all staff to have confidence to report concerns with full confidentiality
- To respond promptly to concerns: we always investigate and address issues
- To exercise appropriate sanctions
- To create and maintain an ethos of mutual respect, openness and fairness

Our Code of Conduct

- 1. All staff are expected to follow all the school's policies: including Safeguarding behaviour; antibullying; anti-racism, equal opportunities and IT Agreement in all interactions in school. These can be found on the school system and in the staff handbook and booklet given to all members of staff.**

Pupils and staff are expected to work together to build a school whose relationships are characterised by mutual and appropriate respect. Praise and building on the positive should always come first. Where firmness/admonition is called for this should be exercised calmly, and staff should avoid shouting at pupils unless there is a Health and Safety risk. The school Behaviour Policy and associated documents establish expectations and approved sanctions.

Where a member of staff is having difficulties managing pupil behaviour, they should discuss this matter with their key stage coordinator or head teacher at the earliest opportunity.

- 2. What Physical contact with pupils is appropriate**

Staff must be aware that it is an offence for a person aged 18 or over to have a sexual relationship with a child under 18 where the person is in a position of trust. Staff should only exercise physical restraint as a last resort, to prevent injury to the pupil, other pupils, staff and others and to property.

Staff are allowed to comfort a child who is hurt/distressed in a manner appropriate to the age of the child. Holding children's hands is generally appropriate in Key Stage One/Early Years, however adults should not initiate any physical contact unnecessarily, and there should be clear boundaries:

- Children should not be picked up. (unless medically necessary or being restrained)

- Children should not sit on an adult's lap.
- Children should be discouraged from hugging adults.
- Adults should avoid being alone with a child where the door is closed. If you need to talk to a child, either leave a door open and position yourself within sight of the door, or ask another adult to be present. It is recommended not to transport a pupil alone.

3. All staff are expected to treat each other with respect

Relationships between staff should be characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference, and working together to build a climate of continuous improvement. Politeness and respect are essential ingredients: where differences occur they should be dealt with calmly and fairly.

4. All staff should treat resources responsibly, and exercise due financial care

All staff have a responsibility to look after the resources of the school. This includes:

- Not wasting resources unnecessarily (including physical resources and those such as heat /electricity).
- Following the principles of 'reduce, re-use, recycle' where appropriate.
- Care should be taken with all school equipment.
- Ordering should be done when necessary and items carefully selected being aware of price etc.

5. All staff are expected to behave professionally and exercise confidentiality

- All staff are expected to behave thoughtfully and responsibly.
- Staff should be punctual and well-prepared, and should carry out tasks to the best of their ability, taking pride in their work.
- All absence should be genuine and reported as detailed in the Staff Handbook.
- Staff are expected to dress appropriately; all staff should set a good example in what they wear, avoiding clothing that is overly casual.
- Staff should exercise due confidentiality towards matters that are either discussed or overheard.
- Staff should avoid discussing school issues outside of school in a negative, unproductive manner – including social media.

Staff are aware of the need to adhere to National Guidelines governing the use of Internet Gaming and Chat sites, to under no circumstances have interaction with school age pupils, past or present, and understand the importance of maintaining professionalism on Social Networking sites, where all information is potentially in the public domain and pupils or parents may gain access to information and comments posted. It is acceptable for teachers to post homework activities on school approved sites, for example Google Classroom.

Staff must use School IT responsibly and in an acceptable manner. This may be checked by the Head Teacher.

6. Staff should seek to establish a good and open relationship with parents

Staff should aim to create a welcoming and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly.

7. All staff need to be aware of the policy and procedures for Child Protection

It is essential that all staff have regular training in Child Protection issues, and know the procedures for dealing with and reporting concerns. They must have read, understood and signed that they will adhere to the school's policy on safeguarding. Staff will adhere to the guidelines in Keeping Children Safe in Education (2015).

8. All staff need to exploit the potential of the curriculum to develop a proactive approach to behaviour and child protection issues.

Staff need to take a proactive approach towards both child protection and behaviour policies, through the creation of a positive classroom environment where all children are respected, and through PSHE and circle time in particular.

9. All staff need to be aware of how to record/report concerns (“whistleblowing”).

Where staff have any concerns about another member of staff's improper or unprofessional manner, these should be reported immediately to the Head Teacher. Where the concern is about the Head Teacher, it should be reported to the Chair of Governors.

All concerns will be investigated thoroughly and confidentially, and appropriate action taken.

10. All staff should take care of their physical and mental wellbeing

All staff are encouraged to look after their physical and mental wellbeing. This includes maintaining a healthy work-life balance.

All teaching staff are expected to follow the General Teaching Council for England “Code of Conduct and Practice for Registered Teachers”.

Conclusion

By adhering to this code of conduct staff be assured they are playing their part in safeguarding pupils and protecting themselves. It is our expectation that all staff should sign a copy of this code of conduct before commencing their job – during their induction.

APPENDIX 5

WHISTLEBLOWING POLICY

We are committed to conducting our business with honesty and integrity, and we expect all staff to maintain high standards. However, all organisations face the risk of things going wrong from time to time, or of unknowingly harbouring illegal or unethical conduct. A culture of openness and accountability is essential in order to prevent such situations occurring or to address them when they do occur.

The aims of this policy are:

- To encourage staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate, and that their confidentiality will be respected.
- To provide staff with guidance as to how to raise those concerns.
- To reassure staff that they should be able to raise genuine concerns in good faith without fear of reprisals, even if they turn out to be mistaken.

WHAT IS WHISTLEBLOWING?

Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. This may include:

- a) criminal activity
- b) miscarriages of justice
- c) danger to health and safety
- d) damage to the environment;
- e) failure to comply with any legal or professional obligation or regulatory requirements
- f) bribery
- g) financial fraud or mismanagement

- h) negligence
- i) breach of our internal policies and procedures
- j) conduct likely to damage our reputation
- k) unauthorised disclosure of confidential information
- l) the deliberate concealment of any of the above matters

A whistleblower is a person who raises a genuine concern relating to any of the above. If you have any genuine concerns related to suspected wrongdoing or danger affecting any of our activities (a whistleblowing concern) you should report it under this policy. This policy should not be used for complaints relating to your own personal circumstances, such as the way you have been treated at work. In those cases, you should use the Grievance Procedure or Harassment Policy as appropriate.

If you are uncertain whether something is within the scope of this policy you should seek advice from the Whistleblowing Officer, whose contact details are at the end of this policy.

RAISING A WHISTLEBLOWING CONCERN

We hope that in many cases you will be able to raise any concerns with your line manager. You may tell them in person or put the matter in writing if you prefer. They may be able to agree a way of resolving your concern quickly and effectively. In some cases they may refer the matter to the Whistleblowing Officer.

However, where the matter is more serious, or you feel that your line manager has not addressed your concern, or you prefer not to raise it with them for any reason, you should contact one of the following:

- The Whistleblowing Officer – Deputy Head Teacher
- The Head Teacher.

Contact details are set out at the end of this policy.

We will arrange a meeting with you as soon as possible to discuss your concern. You may bring a colleague or union representative to any meetings under this policy. Your companion must respect the confidentiality of your disclosure and any subsequent investigation.

We will take down a written summary of your concern and provide you with a copy after the meeting. We will also aim to give you an indication of how we propose to deal with the matter.

CONFIDENTIALITY

We hope that staff will feel able to voice whistleblowing concerns openly under this policy. However, if you want to raise your concern confidentially, we will make every effort to keep

your identity secret. If it is necessary for anyone investigating your concern to know your identity, we will discuss this with you.

We do not encourage staff to make disclosures anonymously. Proper investigation may be more difficult or impossible if we cannot obtain further information from you. It is also more difficult to establish whether any allegations are credible. Whistleblowers who are concerned about possible reprisals if their identity is revealed should come forward to the Whistleblowing Officer or the Head Teacher and appropriate measures can then be taken to preserve confidentiality. If you are in any doubt, you can seek advice from Public Concern at Work, the independent whistleblowing charity, who offers a confidential helpline. Their contact details are at the end of this policy.

EXTERNAL DISCLOSURES

The aim of this policy is to provide an internal mechanism for reporting, investigating and remedying any wrongdoing in the workplace. In most cases you should not find it necessary to alert anyone externally.

The law recognises that in some circumstances it may be appropriate for you to report your concerns to an external body such as a regulator. It will very rarely if ever be appropriate to alert the media. We strongly encourage you to seek advice before reporting a concern to anyone external. The independent whistleblowing charity, Public Concern at Work, operates a confidential helpline. They also have a list of prescribed regulators for reporting certain types of concern. Their contact details are at the end of this policy.

Whistleblowing concerns usually relate to the conduct of our staff, but they may sometimes relate to the actions of a third party, such as a parent, supplier or service provider. In some circumstances the law will protect you if you raise the matter with the third party directly. However, we encourage you to report such concerns internally first. You should contact the Whistleblowing Office or the Head Teacher for guidance.

INVESTIGATION AND OUTCOME

Once you have raised a concern, we will carry out an initial assessment to determine the scope of any investigation. We will inform you of the outcome of our assessment. You may be required to attend additional meetings in order to provide further information.

In some cases we may appoint an investigator or team of investigators including staff with relevant experience of investigations or specialist knowledge of the subject matter. The investigator(s) may make recommendations for change to enable us to minimise the risk of future wrongdoing.

We will aim to keep you informed of the progress of the investigation and its likely timescale. However, sometimes the need for confidentiality may prevent us giving you specific details of the investigation or any disciplinary action taken as a result. You should treat any information about the investigation as confidential.

If we conclude that a whistleblower has made false allegations maliciously, or with a view to personal gain, the whistleblower will be subject to disciplinary action.

IF YOU ARE NOT SATISFIED

While we cannot always guarantee the outcome you are seeking, we will try to deal with your concern fairly and in an appropriate way. By using this Policy you can help us to achieve this.

If you are not happy with the way in which your concern has been handled, you can raise it with the Head Teacher. Alternatively, you may contact the chairman of the Governing Body. Contact details are set out at the end of this policy.

PROTECTION AND SUPPORT FOR WHISTLEBLOWERS

It is understandable that whistleblowers are sometimes worried about possible repercussions. We aim to encourage openness and will support staff who raise genuine concerns under this policy, even if they turn out to be mistaken.

Staff must not suffer any detrimental treatment as a result of raising a concern. Detrimental treatment includes dismissal, disciplinary action, threats or other unfavourable treatment connected with raising a concern. If you believe that you have suffered any such treatment, you should inform the Whistleblowing Officer immediately. If the matter is not remedied, you should raise it formally using our Grievance Procedure.

Staff must not threaten or retaliate against whistleblowers in any way. Anyone involved in such conduct will be subject to disciplinary action.

The NSPCC Whistleblowing helpline is available for staff who do not feel able to raise concerns regarding children protection failures internally. Staff can call 0800028 0285, line is available from 8am-8pm Monday-Friday.

RESPONSIBILITY FOR THE SUCCESS OF THIS POLICY

The Governing Body has overall responsibility for this policy, and for reviewing the effectiveness of actions taken in response to concerns raised under this policy.

The Whistleblowing Officer has day-to-day operational responsibility for this policy, and must ensure that all managers and other staff who may deal with concerns or investigations under this policy receive regular and appropriate training.

The Whistleblowing Officer, in conjunction with the Governing Body and should review this policy from a legal and operational perspective at least once a year.

All staff are responsible for the success of this policy and should ensure that they use it to disclose any suspected danger or wrongdoing. Staff are invited to comment on this policy and suggest ways in which it might be improved. Comments, suggestions and queries should be addressed to the Whistleblowing Officer.

CONTACTS

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|-----------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Whistleblowing Officer | Deputy Head Teacher 020-8455 0909 afisher@keremschool.co.uk |
| Head Teacher | Miss Alyson Burns 020-8455 0909 ht@keremschool.co.uk |
| Chairman of the Governing Body | Mr David Wolfson QC david.wolfson@oeclaw.co.uk |
| Public Concern at Work (Independent whistleblowing charity) | Helpline: (020) 7404 6609 E-mail: whistle@pcaw.co.uk Website: www.pcaw.co.uk |
| DofE Prevent Non-Emergency advice | 020 7340 7264 Counter-extremism@education.gsi.gov.uk |
| Police Non- Emergency | 101 |
| Sarah Brand | 07885 911271 |
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