



Safeguarding and Promoting Pupil Welfare Including Child Protection Policy

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FOREWORD

Mosaic Jewish Primary School (MJPS) is committed to ensuring that all learning activities provide a safe, enjoyable and positive experience for children and young people as participants and for the staff whose involvement is integral to the development of quality opportunities and services. Safeguarding children is a priority for MJPS and all staff are committed to ensuring that our procedures are continuously reviewed, improved and in line with development and government legislation.

This policy provides a generic statement about what parents, the community, young people and staff can expect from us as minimum standards in the area of Safeguarding, Promoting Pupil Welfare and Child Protection. The policy and procedures will be transparent and open to inspection by anyone, and details how concerns about the wellbeing of young people will be responded to. It provides a reference point for all in our quest for making young people's lives as safe as possible. We are aware that we cannot do this alone and, will expect staff to adhere to our practices. The term 'staff' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of MJPS.

Safeguarding and promoting the welfare of children (see Part One) is defined by the Department for Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child Protection (see Part Two) is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Part Three contains additional information in support of Safeguarding, Promoting Pupil Welfare and Child Protection.

This document makes a commitment to review and to adapt to change in a positive stance on all areas of safeguarding. This policy is mandatory for all staff working for or on behalf of MJPS. The policy and procedures will be reviewed when required by local circumstances or change in Safeguarding and Child Protection legislation.

PART ONE - SAFEGUARDING AND PROMOTING PUPIL WELFARE INCLUDING CHILD PROTECTION POLICY

1. Policy Statement

Introduction

It is the policy of MJPS that all young people have a right to be safe and for their welfare to be paramount. The following Safeguarding Pupils procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and young people and promoting their welfare as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.

We expect agencies and organisations and other stakeholders, with a remit for working with young people that we work with or who use our facilities, to adhere to our procedures as a minimum standard or operate their own effective Safeguarding and Child Protection Policies.

This policy relates to 'children' and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 years old and vulnerable adults. (The policy applies to all pupils of primary school age and any young people that may be engaged in work experience or similar at MJPS.)

This document should be read in conjunction with the guidance in the publication **Keeping Children Safe in Education: for schools and colleges March 2015**

Ref: DFE-00129-2015

Responsibilities

The MJPS Trust will:

- **Accept the responsibility to implement procedures to provide a duty of care for young people to safeguard their well-being and protect them from abuse**
- **Respect and promote the rights, wishes and feelings of young people**
- **Recruit, train and supervise its staff to adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against them**

- **Require staff to adopt and abide by MJPS Safeguarding Policy and Procedures**
- **Make people feel confident in reporting any issues relating to safeguarding and child protection**
- **Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures if required.**

Principles

The guidance given in the procedures is based on the following principles;

- **The welfare of young people is the primary concern**
- **All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse**
- **It is everyone's responsibility to report concerns but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place**
- **All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately**
- **Confidentiality will be upheld at all times and in line with the Data Protection Act**
- **There is a consistent understanding of acceptable behaviour of young people towards other young people and staff within any organised activity, service or programme**
- **Discrimination, prejudice and oppressive behaviour and inappropriate language are unacceptable within all activities, programmes or services.**

EARLY INTERVENTION AND HELP

- **We recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible**
- **Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.**

- If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
- A Team Around the Child will be established where appropriate and a Lead Professional identified
- Early Help Assessments will follow the Signs of Safety and Wellbeing model

PART TWO - CHILD PROTECTION POLICY

2. Policy Statement

The MJPS seeks to promote the welfare, safety and protection of children at all times. Adults who work as part of MJPS will provide an environment that ensures children are safe from potential abuse, and will respond to any suspicion of potential abuse in a way which respects the child's dignity and reinforces the adult's responsibility to the children. MJPS and all providers of services supported MJPS are required to follow these guidelines, which are based on Wandsworth Children Safeguarding Board policy and procedures.

In order to promote the welfare and safety of children, projects will ensure that staff and volunteers are aware of the following:

- Definitions of abuse
- Guiding principles
- Reporting and recording concerns
- Recruitment and selection of staff
- Supervision of children and supervision of staff

Definitions of Abuse.

Abuse may be described as:

"An act or failure to act, by the person responsible for the care of the child. It may involve cruelty, exploitation or neglect".

Abuse takes many forms. Working Together to Safeguard Children (Dept. of Health 1999) provides key definitions:

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill-health to a child whom they are looking after. This situation is commonly described using terms such as fictitious illness by proxy or Munchausen syndrome by proxy.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health and 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 unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Sexual abuse is defined as actual or likely sexual abuse/exploitation of a child or adolescent. It may involve forcing or enticing a child or young person to take part in activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse

Emotional abuse is 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 insofar that they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

All staff and volunteers working with children need to note the above definitions and pass on any concerns to the designated officer (see "Reporting and Recording Concerns" section below).

Enquiries (under S47 of the Children Act 1989) are likely to take place where the local authority has "reasonable cause to suspect that a child who lives or is found, in their area, is suffering, or is likely to suffer significant harm".

Guiding principles

MJPS believes that all children deserve the opportunity to achieve their potential and to be protected from abuse, neglect and exploitation.

The following principles will help to ensure the promotion of children's health and welfare, including their physical, emotional, social and intellectual development:-

- Treating children as individuals entitled to dignity and respect

- Promoting effective partnerships amongst all those involved with children, including children's parents/carers, to improve children's welfare
- Promoting the safety of children at all times
- Raising awareness of best practice in how to protect children from harm of all kinds
- Running activities to minimise risks of children suffering harm
- Making safety the responsibility of all members of the organisation
- Establishing effective and open procedures in responding to accidents, complaints or concerns so that they can be shared and dealt with promptly.
- Adopting and applying safe recruitment practices for all staff
- Ensure that regular training cycle is in place to meet the needs of existing and new staff

The prime concern for organisations working with children must be their interests and safety. Where there is a conflict of interest between the child and parent, the welfare of the child must be paramount.

Reporting and recording concerns

The Designated Member of Staff (DMS) for child protection is the MJPS Headteacher. At least one other member of staff will also be nominated to act as a child protection officer who will act in the absence of the headteacher.

A governor responsible for child protection will be nominated before the school opens in September 2013 and appropriate training will be provided.

Staff members and volunteers involved with the MJPS, its projects or groups, are required to pass on promptly any concerns about possible child abuse or concerns about the welfare and safety of a child to the Designated Member of Staff for Child Protection. If the designated person, or their deputy are unavailable and non contactable by phone the staff member/volunteer is required to contact Wandsworth Children's Services Assessment Team. You will be asked to provide information such as:

- Where the child lives
- Their personal or family details (if known)
- Who cares for them
- The nature of your concerns

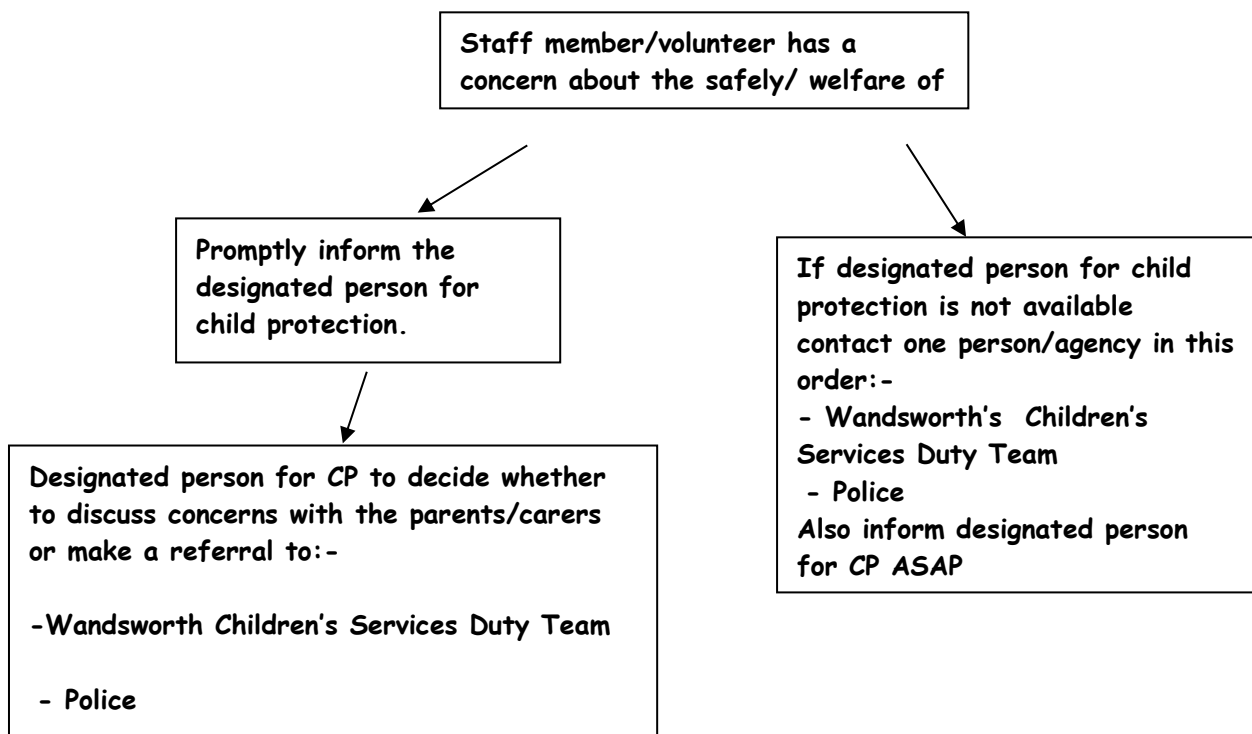
If a child discloses abuse whilst the activities provided by the group / project are still under way, provision needs to be made for the member of staff to be able to listen to the child and pass the information on. At the same time the other children need to receive a suitable level of supervision.

The designated staff member for Child Protection needs to make a judgement as to whether the allegation or concerns need to be passed on to the Wandsworth Children's Services or

be discussed with the parents / carers first. (It is important that NO assumptions are made that parents could not abuse their child because they appear pleasant).

If the designated person for child protection decides to pass on the concern they should contact the Wandsworth Children's Services duty team. In the event of an emergency and the Duty Team do not respond, the Police should be contacted. All contact numbers are posted on the Headteacher's notice board.

If a staff member or volunteer receives an allegation of abuse against another member of staff/volunteer they should promptly inform the designated person for child protection.



All adults working at MJPS will recognise it is their responsibility to pass on concerns or to make referrals in their own right.

It is essential that the staff member or volunteer records what they have seen or heard that had led them to believe that a child's welfare or safety is at risk. The designated person for child protection also needs to keep clear and concise records. There also needs to be a record of the action taken and why.

Staff/ volunteers should bear in mind that it is not their role to investigate an allegation.

Records should include the following details:

- Name of the child

- Parent's/carer's details
 - The child's address
 - Relevant telephone numbers
 - What is said to have happened or what was seen
 - When it occurred (dates and times)
 - Who else was there (including names and contact details where possible)
 - What was said by those involved
 - Whether there is any actual evidence e.g. bruises, bleeding, change in behaviour
 - Who has been told about it
 - Who was concerned
-
- Was the child able to say what happened
 - Whether the parents have been advised
 - Sign and date the record ensuring it is legible and written in black ink
 - This must be stored in a locked filing cabinet
 - When an incident /event is reported it is paramount that the exact words that the child has used are noted. It is imperative that this information is recorded immediately and that the exact wordings are noted.

All information about concerns regarding the welfare of a child needs to be kept confidential and should only be passed on to other staff members/ volunteers if it is essential for them to know

Recruitment and selection of staff

The following measures need to be taken to reduce the risk of abuse by staff members and volunteers.

Managers need to:

- Ensure that all adults working (voluntary or paid) with children are aware of the fact that such work is exempt from the provision laid down in the Rehabilitation of Offenders Act 1974 and will therefore be subject to a Criminal Records Bureau check prior to starting work.
- Require all potential workers to provide references, attend interview and sign an agreement to a DBS check and to work for a probationary period. Qualification certificates will be required and past employers will be contacted directly. Original birth certificates or passports will be used to verify dates of birth, as this can be a major risk of evasion from detection.
- Offer on-going training to all adults involved with the care and education of children, which will help them recognise and respond to suspected abuse of children whether physical, emotional, sexual or as a result of neglect.
- Never allow an unregistered (e.g. not DBS checked or Department of Health checked) adult to be alone with a child or children such as going to the toilet or supervising children in a separate room.

Supervision of children and Supervision of staff

Supervision of Children

Adults associated with MJPS aim to provide enriching experiences for children, experiences that will help them to develop socially, mentally and physically. To help meet this aim, there should be proper supervision at all times. This will ensure that children are less likely to come to harm.

The following principles must be followed when supervising children:-

- Those in charge are fully trained
- That children are appropriately supervised at all times
- Workers/volunteers know where children are at all times, indoors or out
- There are sufficient staff, following statutory adult/child ratios.
- Adults work with children in open, visible spaces.
- Activities are planned and appropriate
- Adult responsibilities are clearly defined
- Workers/volunteers have received a DBS check

All staff will have to hold or be working towards an appropriate and recognisable qualification in Childcare and Education or Playwork.

Supervision of Staff

As adults concerned with children may deal with small children, including those with disabilities, staff will have a lot of close physical contact with them. Small children thrive on such contact. However it is important that staff do not engage in behaviour that could be misinterpreted. We need to ensure staff are aware of the boundaries that are open in the way they deal with children and are in an environment where any concerns can be passed on. Staff should try and ensure that they are not alone with children and that other staff members are present.

Implementation

All MJPS adults who are involved working with children and all services provided under the umbrella of programmes are required to follow the above guidelines and policies

PART THREE - ADDITIONAL INFORMATION

3. RECOGNITION OF POOR PRACTICE, ABUSE AND BULLYING

Introduction

It is not always easy to recognise a situation where abuse may occur or has already taken place. Mosaic Jewish Primary School staff have a responsibility to act if they have any concerns about the behaviour of an individual towards a young person. School staff will discuss any concerns they may have about the welfare of a young person immediately with the Designated Member of Staff (DMS).

The descriptions of forms of abuse set out in Part Two above are repeated below and supplemented with additional information.

Abuse

There are four main forms of abuse and the effects of each can be highly damaging, both emotionally and physically, to a young person. We recognise that perpetrators of abuse can be:

- Both male and female (adults and other young people)
- Well known and trusted by the young person

The abuse can happen anywhere (home, school, trips and activities).

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 the neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on young people. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of ill - treatment of a young person, though it may occur alone.

Emotional abuse can take place through the inappropriate use of technologies which include:

- **Cyber - e-mail, internet chat rooms**
- **Mobile phone - Threats by text message and calls**
- **Other technology - mobile phone cameras, cameras and videos**

Sexual Abuse

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

Sexual abuse can take place through the inappropriate use of technologies which include:

- **Cyber - e-mail, internet chat rooms**
- **Mobile phone – Sexualised text message and images**
- **Other technology - mobile phone cameras, cameras and videos**

CHILD SEXUAL EXPLOITATION

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. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

People with a disability or Special Educational Needs

Children with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child wanting to communicate their concerns.

Race and Racism

Young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse. (Please see Race Equality Policy for further information).

Identifying Signs of Possible Abuse

There are certain signs of abuse, both in a young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a young person may be being abused:

- Unexplained bruising or suspicious injuries
- An injury for which the explanation seems inconsistent
- The young person describes what appears to be an abusive act involving him/her

- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper)
- Inappropriate sexual awareness or engaging in sexually explicit behaviour
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- A young person has difficulty in making friends
- Changes in appearance such as weight loss

Remember that at all times the welfare of the young person is paramount. If a young person's behaviour or your observations give rise to concern then talk to them sensitively to find out if there is anything wrong or discuss your concerns with the Designated Child Protection Lead. It may be appropriate to raise your initial concerns with parents, but do so only after discussing this with the DCPL.

Bullying

In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying the abuser may be another young person. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

Bullying behaviour can take a variety of forms including:

- Emotional - Being unfriendly, excluding and tormenting
- Physical - Pushing, punching, kicking and any other violence
- Racist - Taunts, graffiti and gestures
- Sexual - Unsolicited contact or sexually abusive comments
- Disability - Picking on people because of their physical or mental disabilities or those pupils with special educational needs
- Homophobic – intimidating and humiliating individuals because of their sexuality
- Verbal - Teasing, name calling, spreading rumours
- Cyber - e-mail, internet chat rooms
- Mobile phone - Threats by text message and calls
- Other technology - mobile phone cameras, cameras and videos

The School's Anti-bullying Policy contains more detailed information about the school's approach to bullying and should be referred to if bullying is suspected.

CHILDREN WHO GO MISSING FROM HOME OR CARE

Children Who Go Missing from Home or Care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education

Increased vulnerability Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health

4. PREVENTION OF ABUSE

Recruitment and training of employees who will have direct or indirect contact with young people

This guidance should be considered alongside the Safeguarding Children and Safer Recruitment in Education guidance.

- The term ‘direct’ contact with young people refers to a member of staff who has responsibility for young people in a supervisory role. It is usual in this situation for parents/guardians not to be present
- The term ‘indirect’ contact with young people refers to an employee that may come into contact with young people during the course of their work

Procedures for recruitment

Guidance in the Safeguarding Children document (above) must be followed. The appendices in this guidance give the following order of events:

- Vacancy advertised (where appropriate)
- Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be DBS checked
- Applications on receipt scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing
- Shortlist prepared

- **References - Sought directly from referee on short listed candidates, ask recommended specific questions, include statement about liability for accuracy. On receipt checked against information on application; scrutinised. Any discrepancy / issue of concern noted to take up with applicant (at interview if possible)**

The recruitment and selection checklist

- **Invitation to interview -Includes all relevant information and instructions**
- **Interview arrangements -There must be at least 2 interviewers: panel members must have authority to appoint and have met and agreed issues and questions/assessments criteria/standards. The School Head Teacher and one governor must have passed the Safer Recruitment course.**
- **Interview - Explores applicants' suitability for work with children as well as for the post.**
- **N.B Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for Enhanced DBS Disclosure**
- **Conditional offer of appointment – pre appointment checklist - Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period**
- **References (if not obtained and scrutinised previously)**
- **Identity (if that could not be verified straight after the interview)**
- **Qualifications (if not verified on the day of interview)**
- **Permission to work in UK if required**
- **DBS – Where appropriate satisfactory Enhanced DBS Disclosure received**
- **LIST 99 – person is not prohibited from taking up the post**
- **Health – the candidate is medically fit**
- **QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS)**
- **Statutory Induction (For teachers who obtained QTS after 7 May 1999)**

Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help employees to:

- **Analyse their own practice against established good practice, and ensure their practice reduces the likelihood of allegations against them**
- **Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse**
- **Respond appropriately to concerns expressed by a young person**
- **Work safely and effectively with young people**

MJPS:

- Will nominate a person as a Designated Member of Staff (see Appendix 1 for name of DMS, their role and responsibilities)
- Staff working with young people will attend recognised Child Protection awareness training as soon as this can be arranged following their appointment
- Training levels will be appropriate to staff contact with young people and their responsibilities for child welfare within the school
- Appropriate training will be provided for staff who may have indirect contact with young people during the course of their work
- The DMS will receive specific training to support their more enhanced role

Records will be kept of all staff training, naming individuals and detailing what training they have received and when. These will be kept with the central DBS register. (See below) A Schedule of Training will be kept and included as part of the induction process for new staff.

Disclosure and Barring service (DBS) Checking

All personnel who come into contact with children, whatever their status will be subject to an Enhanced DBS check, including Governors. The Headteacher and later the School Business Manager will have responsibility for rigorously maintaining the Central Register.

DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them.

The Central Register will be complete and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.

Code of Behaviour for Staff

In order to ensure adherence and understanding, all individuals working for or on behalf of MJPS will behave in an appropriate manner towards all pupils. Young people taking part in school activities will be expected to treat each other with mutual respect and dignity. School staff will ensure that acceptable standards of behaviour are communicated to pupils.

Further details of our expectations with regards to behaviour, including rewards and sanctions, can be found in MJPS Behaviour Policy.

Guidance and Procedures relating to activities and services

In the course of preventing abuse to young people MJPS has established guidance and procedures related to activities and services.

Use of photography, video recording, image recording and mobile phone cameras

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people.

When using professional photographers or inviting the press to a school activity, MJPS will:

- **Provide a clear brief about what is considered appropriate in terms of content and behaviour**
- **Not allow unsupervised access to young people or one to one photo sessions at events**
- **Parents and spectators intending to photograph or video at an event will be required to register with the event organiser if they wish to use professional photographic equipment**
- **Individuals registered to use professional photographic equipment will be issued with identification**
- **Young people and their parents will be informed to report any concerns to the event organiser**
- **Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern**

Organised photographic opportunities

The majority of promotional and press releases are organised through Mosaic Jewish Primary School Senior Leadership Team. These are generally agreed by both parties in advance. We undertake not to use the young person's images unless we have written consent for both the taking and publication of films or photographs from the parent. Specific permission will be sought if the images are to be used on SLJPS website. Consent will be sort as part of the induction procedure when a child starts at the school.

When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times.

If there is any doubt about the ID, the Head Teacher should be contacted. MJPS will ensure that the young person's names are not mentioned in publications if requested by the parents/guardians.

Internet

MJPS operates secure access to the internet through the Internet provider, preventing access to inappropriate web sites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any employees discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT Policy and Procedures.

The MJPS will follow the DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

5. RESPONDING TO DISCLOSURES, SUSPICIONS AND ALLEGATIONS

The appropriate responses are contained in the Child Protection Policy.

ALLEGATIONS AGAINST STAFF

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:
 - behaved in a way that has, or may have, harmed a child;
 - 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 if they work regularly or closely with children.

6. LINKS TO OTHER POLICIES

The following policies should be read in conjunction with this policy.

- Behaviour Policy
- Safer Recruitment and Procedures Policy
- Complaints Procedure
- Equality Race Equality Policies
- Health and Safety Policy
- ICT Policy and Procedures
- Anti-bullying Policy
- Confidential Reporting (Whistleblowing) Policy
- Guidance for Safer Working Practice
- Attendance Policy
- Data Protection Policy

7. REVIEW

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance.

Appendix 1 - ROLE OF DESIGNATED PERSON FOR SAFEGUARDING & PUPIL WELFARE

Name of Designated Child Protection Lead (DCPL): Kate Baum

The role of the DCPL:

We recognise the vital importance of the designated senior person for child protection within school to:

- Receive all concerns from staff and volunteers in relation to child welfare.
- Co-ordinate action within school and liaise with children's social care and other organisations over cases of abuse or suspected abuse.
- Act as a source of advice within school.
- Ensure that all staff are familiar with policy and procedures.
- Ensure that clear accurate records of incidents/concerns and decision –making are kept confidentially and securely and are separate from pupil records.
- An indication of further record keeping should be marked on the pupil record.
- Refer individual cases of suspected abuse and neglect to Children's Services
- Discuss uncertainty with Children's Social Care or Safeguarding in Education Development Officer.
- Ensure that school are represented at Case Conferences and reviews and core groups.
- Attend training in Child Protection (every 2 years minimum) and keep up to date with knowledge to enable them to fulfil their role.
- Organise training for staff and volunteers (every 3 years minimum).
- Ensure that when a child, who is subject of a child protection plan, moves school their confidential file is transferred immediately and their social worker, is informed.
- Ensure that social workers are kept informed in a timely manner of any developments for children subject to a child protection plan including unexplained absence.
- Provide, with the Headteacher, an annual report for the governing body detailing
 - any changes to the policy and procedures;
 - training undertaken by the Senior Designated Person, their deputy and by all staff and governors;
 - relevant curricular issues:
 - number and type of incident/cases,
 - numbers of referrals to Children's Social Care and
 - numbers of children subject to a protection plan. (anonymous)

**MARCH 2015 INTERIM ADDITIONS FOLLOWING UPDATED STATUTORY GUIDANCE:
Keeping Children Safe in Education: for schools and colleges March 2015
Ref: DFE-00129-2015**

School report to Child Protection Conference or Looked After Child review

School	
Name of child	
Date of birth Year group	
Name of classteacher / tutor / HOY	

When completing the sections below consider issues such as attendance and punctuality; preparation for school / learning; general appearance; emotional presentation and wellbeing; indicators that child may have suffered harm / be at risk of harm; disclosures made by child; behaviour and social development; relationships with peers and adults; academic progress/ areas requiring improvement; contact with family; etc

What is working well?

What are we worried about?

What needs to happen?

Signature	
Print name	

Reports should be shared with families prior to the meeting except in exceptional circumstances
Please send this report wherever possible at least 48 hours in advance of the relevant meeting to Childrensplanning@wandsworth.gov.uk and bring copies for those attending the meeting.

STAFF AND VOLUNTEER CONFIDENTIAL DECLARATION

To be completed by all new staff including regular volunteers prior to appointment and by all staff on an annual basis. Failure to complete this form may result in an offer of employment/work being withdrawn or termination of existing employment/work.

Full name:	DBS Application Reference <i>(where applicable)</i>
Date of birth:	School:
Address:	

Please answer each question listed below accurately and truthfully by circling either yes or no:

1. Have you ever been cautioned, subject to a court order, bound over, received a reprimand or warning or found guilty of committing any criminal offence that would not be filtered in line with current guidance*?	Yes / No
2. Do you have any prosecutions pending that would not be filtered in line with current guidance*?	Yes / No
3. Are you currently under investigation or charged with any offence, pending police investigation?	Yes / No
4. Are you disqualified from providing, being involved in the management of, or being employed in, early years provision and childcare?	Yes / No
5. Has your name ever been included in any DBS barred list?	Yes / No
6. Has your conduct ever caused concern or been likely to cause significant harm to a child or young person under the age of 18, or put a child or young person at risk of significant harm, or to your knowledge has it ever been alleged that your conduct has resulted in any of those things?	Yes / No
7. Are you prohibited from teaching or are there any restrictions in place relating to you teaching?	Yes / No
8. Have you ever been found by a civil court to have caused significant harm to a child or young person under the age of 18, or has any civil court made any finding against you that any child or young person under the age of 18 was at risk of significant harm?	Yes / No
9. Has a child in your care or for whom you have or have had parental responsibility ever been removed from your care, been placed on the Child Protection Register, or been the subject of any order under the child protection provisions of the Children Act?	Yes / No

10. Are you taking any regular medication or other substances that you would need to bring with you to the school?	Yes / No
11. Do you share a household with any other person who has known convictions which may result in disqualification?	Yes / No
12. Do you share a household with any other person whose name is included in any DBS barred list?	Yes / No

If you have answered YES to any of the above questions you must provide further information below:

Please include full details - approximate date/month/year, details of charge/offence, the court/police force concerned, any penalties imposed including dates and location of any periods of imprisonment. Use additional sheets if necessary.

Declaration Statement

I declare that the above information (and that on the attached sheets*) is true and complete to the best of my knowledge. I understand that failing to provide information and/or providing false or misleading information may result in an offer of employment/work being withdrawn or the termination of my employment/work with immediate effect.

I understand my responsibility to safeguard children and vulnerable adults and I will notify my line manager/head teacher of anything that may affect my suitability.

I will immediately disclose any convictions, cautions, court orders, reprimands or warnings I may receive.

If I am taking medication on a regular basis which I am required to have with me at the school I will notify my line manager/head teacher and will keep the medication in a safe place out of the reach of children.

I understand that the impact of any information disclosed either by me on this form and/or by the DBS will be considered by the school in relation to my application or if already appointed, my employment.

I understand that I will be asked to provide proof of my identity and that I will be subject to an Enhanced Disclosure from the Disclosure and Barring Service.

I give you permission to contact any previous settings, local authority staff, the police, the National College of Teaching and Leadership, Ofsted and/or the DBS to share information about my suitability to care for children.

Signed (Individual) _____ Date

Signed (Head Teacher) _____ Date

** delete if no sheets added*

Further information

Filtering criminal records: <https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

Childcare Disqualification Regulations 2009:

<http://www.legislation.gov.uk/ukxi/2009/1547/contents/made>

- **ACCEPTED & APPROVED BY THE FULL GOVERNING BOARD**
- **Chair of Governors:**
- **Head Teacher:**
- **Date:**
- **Review Date:**