

MORASHA JEWISH PRIMARY SCHOOL

CHILD PROTECTION POLICY

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

This policy was prepared with reference to DCSF guidance:

Safeguarding children in education

*(Morasha Jewish Primary School complies with the Local Authority
Child Protection Procedures)*

The 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 practice safe recruitment in checking 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, of suspected cases, of abuse.
- 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 members 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 PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Children School and Families to:

- Ensure we have a designated senior person for children protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers)and governing body knows the name of the designated senior person responsible for child protection and their role.
- 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.

The School fully recognises the contribution it makes to Child Protection by:

- a) Prevention through the teaching and pastoral support offered to pupils.
- b) Procedures for identifying and reporting cases, or suspected cases, of abuse.
- c) Support to pupils who may have been abused.

Our policy applies to **all** staff and volunteers working in the school.

MORASHA JEWISH PRIMARY SCHOOL

PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.

The school will therefore:

- a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) include in the curriculum, material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

PROCEDURES

The school will:

- a) ensure it has a designated member of staff who has undertaken appropriate training and acknowledge the level of support required by the post holder;
- b) ensure all staff know:
 - the name of the designated person and her role
 - that they have an individual responsibility for referring child protection concerns
 - the procedures identified within the school policy ;
- c) ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse;
- d) ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its obligations in the school prospectus;
- e) provide child protection training within the induction programme for all new staff;
- f) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences, core groups and child protection review conferences;
- g) keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately;
- h) ensure all records are kept secure and in locked locations;
- i) adhere to the procedures set out by the LA when an allegation is made against a member of staff;
- j) ensure the criminal background of applicants for vacant posts are checked in accordance with DCSF requirements including ensuring that the appointment procedures meet all legislative and best practice criteria;
- k) ensure that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.

SUPPORTING THE CHILD AT RISK

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

MORASHA JEWISH PRIMARY SCHOOL

The school will endeavour to support the child through:

- a) Teaching styles to encourage self esteem and self motivation;
- b) The school ethos which(i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued;
- c) The school's behaviour policy emphasises the importance of supporting vulnerable pupils. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's self worth;
- d) Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- e) Keeping records and notifying Social Services as soon as there is a recurrence of a concern.

When a pupil on the child protection register leaves, we will transfer information to the new school. If the school does not know where the pupil has moved to, we will contact the LA child protection officer as soon as possible.

The School has an anti-bullying policy

MANAGING DISCLOSURE

Teachers have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. School staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed.

It is of course absolutely critical that all staff are aware of the procedures adopted by the school, key staff to be informed and the LA's child protection procedures, when disclosures of abuse are made.

A wide range of possible situations can fall into the category of a 'disclosure'. Because it is impossible to know in advance what a child will say, it is advisable to follow the suggestions outlined below. Children will probably tell you about incidents involving bullying or bribes perhaps from peers. However, children who live in abusive situations, commonly ask teachers for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

'Sharing the secret':

Children 'tell' in many different ways- through their behaviour, play and creative work as well as direct disclosure. Young children are more likely to confide, but lack the language. Older children feel that the abuse sets them apart. No one ever talks about the possibility of incest for example, which can add to his or her guilt and confusion. Abused children and adults often reveal that they believed they were the only ones to have endured this experience. Our treatment of the issue may collude in the conspiracy of silence and keep victims isolated.

MORASHA JEWISH PRIMARY SCHOOL

It is important to remember:

- most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again;
- sexual abuse of a young child within a family usually only ends when the secret is told.
- such abuse can be ongoing over many years.
- it is rarely a one off event
- no one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on
- children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.
- Staff need to share concerns with other staff, monitoring small incidents and be ready to listen to children's problems.
- It is not, however, the responsibility of teachers and other staff to investigate suspected abuse. Care must be taken in asking and interpreting children's responses to questions about indications of abuse. Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind. The chief task is to listen to the child and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass on to the designated member of staff. The note should record the time, date, place and people who were present as well as what was said.
- STAFF IN SCHOOL SHOULD NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A PUPIL.

If a child discloses directly, remember that it has taken a lot of courage to get to this point and your response is crucial. This child has chosen you as someone they trust.

Listen seriously: abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.

Reassure the child: the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.

Empathise: don't tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to immediately talk to the DESIGNATED MEMBER OF STAFF WHO IS THE NAMED PERSON FOR CHILD PROTECTION and complete a written record (in the back of the policy document, copies in the Child Protection file).

SUMMARY:

- Listen carefully to what is said
- Ask only open questions such as:
- How did that happen?
- What was happening at the time?
- Anything else you want to tell me?

MORASHA JEWISH PRIMARY SCHOOL

- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse
- Do not force the child to repeat what he/she said in front of another person
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone
- Make notes of the details of the disclosure using the child's words where possible.

MAKING A REFERRAL:

When a member of staff has reported a case of suspected abuse, disclosure or child in need concern to the designated teacher she should refer the case to the Head, or discuss it with the investigating agencies. If the designated teacher is unsure about whether a case should formally be referred, she can seek advice from the LA's Lead Officer for Child Protection, the Social Services department or the DfES due to being independent.

When making referrals regarding a child concern, (whether they are in need of support or protection) to the LA, the designated person should ensure that where it is appropriate or safe to do so to have discussed their concerns with parent(s)/person(s) with parental responsibility and sought their agreement to make a referral to Social Services. The only exceptions to this would be where seeking parental consent would put a child at further risk of abuse/significant harm.

If consent to referral is not given, the designated teacher may wish to consult Social Services, who will assist in ascertaining whether the threshold for child protection enquiries has been met, or whether any further action should be taken by the referring agency or themselves.

When making a referral, the designated person should state to the LA team member that the purpose is to make a child protection referral. The following information may be required:

- Child's full name
- Date of birth
- Home address and telephone number
- Parents/carers name(s)
- Child's G.P.
- Details of the reason for the referral
- the context and time
- the sequence of events/concerns
- the child's actual words if possible
- any previous concerns
- Your name and position
- School name and address
- School telephone number
- Whether parents/carers have been notified of the referral/permission sought.

A referral should be made as soon as possible after concerns have been raised, and always during the same working day.

MORASHA JEWISH PRIMARY SCHOOL

CHILD PROTECTON RECORDS

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984.

Schools should be notified by Social Services when a child on the Child Protection Register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass this information on immediately if a child transfers to a new school.

Keeping Records

Specific Concerns - Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person. The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible, and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court).

Notes Should:

- be factual
- use a child's own words where possible
- be a record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

Nagging Doubts about a Child's Safety and Welfare

Sometimes, things that seem to be insignificant or trivial at the time, turn out to be vital pieces of information later.

- If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried.
- Date, time and sign the note. Print your name alongside your signature.
- Pass the note to the designated person.
- Monitor the child. Record observations as factually as possible.
- If several notes have been made about the child, the designated person should seek advice through an 'early warning' meeting.
- Copies of child protection information should be kept by the school until the child has reached the age of 24.

Sharing information with other Schools/Agencies

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. **Any** relevant child protection information coming to light should be carefully logged. Child protection information is confidential and should not be kept on the child's school file. Each school should have a separate, secure filing system for child protection concerns. This filing system should be easily available to the designated person. Parents do not have automatic access to the child protection file.

MORASHA JEWISH PRIMARY SCHOOL

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school. The information should be sent under separate cover to the school file, in a sealed envelope to the Head Teacher, marked 'Strictly Confidential'. If a child moves without a forwarding address for home and school and no contact is received from a new school within twenty-one days, the Designated LA Officer for Child Protection should be informed.

Auditing Child Protection Information in School

Deficiencies in record keeping have been identified by the recent government report as a problem area that needs attention from all agencies. Good record keeping is essential in child protection, particularly with regard to children who are on the child protection register or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

What kind of information should be recorded?

If a referral is made to LA or the Police, a written note or a completed interagency referral form should be kept by the school of all the information passed on. Copies should be sent to Social Services, confirming the referral, and to the LA Lead Officer for Child Protection. Not all child protection information results in a referral. A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child.

If a child protection record is started for an individual child, the record should have a front sheet in the file, which records the child's full name, date of birth, address and information about family members. For example, if John Smith has a sister called Jane Brown, make clear on the file what their relationship is. It would also be good practice to cross-reference files. If any piece of information is lifted from a file for some reason, a card should be placed indicating where the information has gone, and who has it. Each file should be dated with the number of volumes indicated e.g. May 2008, Vol. 1 of 3.

How should notes and reports be made?

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record in the future.

Ideally, logs of incidents should be typed. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (include the actual words of the child)
- A note of any other people involved as witnesses
- Action taken, and any future plans (monitor and review)
- Any other agencies informed?
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

MORASHA JEWISH PRIMARY SCHOOL

- The source of the information should be identified e.g. Mrs Bell, a midday supervisor, informed me that.....
- Information should be factual or based on fact. Record what you saw and heard and try not to be woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset').
- Opinion is acceptable e.g. he appeared to be frightened.
- Make a note of what you have done with the information.
- Avoid specialist jargon e.g. 'he is on SEN Action Plus

A note or symbol should be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult a child's school file should be made aware of what the symbol means, and who to consult if they see it.

Who should have access to child protection information?

Access to the information on file should be on a need to know basis among the staff. The confidentiality of the child and family should be respected but the welfare of the child is paramount. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Services and/or police, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not be shared with agencies other than these. If a request is made by a solicitor, it is best to seek advice from the LA legal department.

Auditing Child Protection Files Kept by the School

The Education Child Protection Service may help with this.

The check should cover the following:

- Facing sheet with name, address, d.o.b, family members and name, address and contact number of Social Services (if the child is on the register this should be the key worker).
- Note or symbol on child's regular school file File cross-referenced with other family members, if appropriate
- Records and notes typed or legible
- Incident date (and year), time and place
- Name, address and d.o.b. of child concerned recorded on each sheet
- Factual outline of incident/concern/allegation/disclosure
- CLAr names, job titles of staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared
- Note of copy sent to Social Services and the LA.

MONITORING

Schools should monitor pupils whose names are on the Child protection Register in line with what has been agreed in the child protection plan. Parents/carers should be made aware of the school's child protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

MORASHA JEWISH PRIMARY SCHOOL

Guidelines for monitoring:

When?

When there is a concern in school about:

- marks on the body
- unusual/different behaviour (including academic functioning)
- mood changes
- puzzling statements
- information from others
- if requested by another agency

Who?

- teachers
- other school staff
- anyone in regular contact with the child

What?

- patterns of attendance
- changes of mood
- changes in classroom functioning
- relationships with peers and adults
- behaviour
- statements, comments, stories, 'news', drawings
- general demeanour and appearance
- parental interest and comments
- home/family changes
- medicals
- response to PE/sport
- injuries/marks, past and present

How?

- The Head Teacher will decide when monitoring is necessary and for how long
- Information will be recorded internally on 'Logging a Concern about a Child's Safety and welfare' sheet
- The checklist and the front sheet for the child protection file will be completed by the designated person
- The designated teacher will have access to the information and any staff involved with the child on a day to day basis
- All staff and volunteers may contribute information through the designated teacher
- Information will be collated by the designated teacher
- Any further action necessary will be discussed with the Head and the LA Child Protection Officer where necessary
- Staff will be trained on a yearly basis.

PREVENTATIVE APPROACHES

Child protection can be interwoven with many aspects of the existing curriculum. It can help children to:

- promote their understanding of relationships
- increase self esteem and awareness
- make judgements and problem solve

MORASHA JEWISH PRIMARY SCHOOL

- be assertive
- recognise, accept and express feelings
- explore the nature of trust
- take decisions and accept responsibility for self and others
- be self-reliant and independent

A supportive school ethos can encourage children to feel safe and to talk about their feelings. It can:

- reduce isolation in the emotions they experience
- relieve tension by enabling children to talk and be listened to
- provide an opportunity to develop an appropriate vocabulary
- make children feel protected by a 'listening environment'.

All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

PUPILS/STUDENTS IN WORKPLACE PLACEMENTS

Any person whose normal duties include caring for, training, looking after or supervision of a child in the workplace will be vetted and subject to Criminal Record Bureau checks to ensure s/he is not disqualified from working with children. That person will be given basic child protection training to be aware of their responsibilities and be made aware of the teacher to contact in the event of a concern. The children who are placed in these settings will be given clear advice about who to contact if they are worried. No children will be left alone with short term staff.

The Data Protection Act 1998

The Data Protection Act 1998 regulates the handling of personal data. Essentially, this is information kept about an individual on a computer or on a manual filing system. The act lays down the requirements for the processing of this information, which includes obtaining, recording, storing and disclosing it.

The School complies with the Act, which includes the eight data protection principles. There should not be an obstacle if:-

- you have particular concerns about the welfare of a child;
- you disclose information to social services or to another profession; and
- the disclosure is justified under the common law of duty of confidence.

If children are worried about any aspect of their lives in which they would like to talk to somebody they are invited to share with the named person with responsibility for child protection: or the named Governor, or the Head. If any teacher suspects that a child may be the victim of abuse, they should not try to investigate, but should immediately inform a named person about their concern.

When investigating incidents or suspicions, the person responsible in the School for child protection will work closely with social services, and with the Area Child Protection Committee (ACPC). We handle all such cases with sensitivity, and we attach paramount importance to the interest of the child.

MORASHA JEWISH PRIMARY SCHOOL

We require all adults employed in school to complete the school application form, bring to the interview a current driving licence including a photograph or a passport or a full birth certificate, a utility bill or financial statements showing the candidate's name and address and where appropriate any documentation, giving evidence of change of name. Any offer to a successful candidate will be conditional upon:

- a receipt of at least two satisfactory references (if they have not already been received);
- verification of activity and qualifications;
- a check at DCSF List 99 and the Protection of Children Act List as appropriate
- a satisfactory enhanced CRB Disclosure;
- verification of professional status such as GTC registration and QTS status;
- verification of successful completion of statutory induction period (applies to those who obtained QTS after May 1999);
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the School may require in accordance with statutory guidance;
- verification of medical fitness;
- satisfactory completion of the probationary period.

We recognise that the School plays a significant part in prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults and supportive friends.

The Named Person is responsible for:

- Adhering to the Area Child Protection Committee (ACPC), LA and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Social Services.
- Keeping up with developments by training every two years and arranging staff training every two years.

Types of abuse include:-

Physical Abuse -	results in injury to child. These can include physical signs, such as scalds or bruises, for example, which are of concern to staff.
Emotional Abuse -	results in injury to the child of a psychological nature and can include denial of love or humiliation for example. In essence it can result in a child not having a normal life experience.
Neglect -	embraces failure to provide basic necessities such as food or caring supervision, for example.
Sexual abuse -	involves the involvement of emotionally immature young people in sexual activity with an adult or significantly older person to which they cannot give informed consent or which breaks social taboos.

MORASHA JEWISH PRIMARY SCHOOL

The range of possibilities, not necessarily amounting to abuse, can include being a party to inappropriate behaviour and may be referred to the Named Person, Governor or Head.

Procedures

Our school procedures for safeguarding children will be in line with Local Authority (LA) and Area Child Protection Committee (ACPC) procedures.

We will ensure that:

- we have a designated member of staff who undertakes regular training;
- we have a member of staff who will act in the designated teacher's absence;
- the named Governor will have oversight of child protection responsibilities as it affects the School;
- all members of staff develop their understanding of the signs and indicators of abuse by regular training;
- all members of staff know how to respond to a pupil who discloses abuse.

Our procedures will be regularly reviewed and updated.

All new members of staff will be given a copy of our child protection procedures as part of their induction into the School.

Physical Contact

A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; staff need to use professional judgement of all types.

Supporting Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who LAves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The designated teacher will disclose any information about a pupil to other members of staff on a need-to-know basis only.

MORASHA JEWISH PRIMARY SCHOOL

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

Supporting Staff

- We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Cases where abuse may be inflicted by parents

- a) Knowledge of abuse must be reported to the designated teacher.
- b) The adult to whom abuse is reported must listen to the pupil and subsequently record the pupil's statements. Specifically he/she must not ask probing questions or suggest answers. The circumstances must be discussed with the designated teacher.

Cases where abuse may have been inflicted by staff

If an allegation is made against a member of staff action is needed straight away and with utmost discretion and referred to the appropriate person (see chart at end). A written account of the circumstances must be passed on the same day.

A guarantee of confidentiality cannot be given to children. Do not attempt to investigate reports of abuse. Other parties, including staff and pupils are only involved/consulted as part of an investigation by the named person:

- a) if they are likely to clarify certain issues
- b) if they need to be involved on a need-to-know basis.

The circumstances should be kept strictly confidential until the named person or other (see chart at end) has been able to judge whether or not the allegation or concerns indicates possible abuse.

Abuse of children by children:

1. Listen to the child and ascertain the seriousness of the situation.
2. Refer the matter to the Named Person.

Safer Recruitment of Staff and Record Keeping Policy

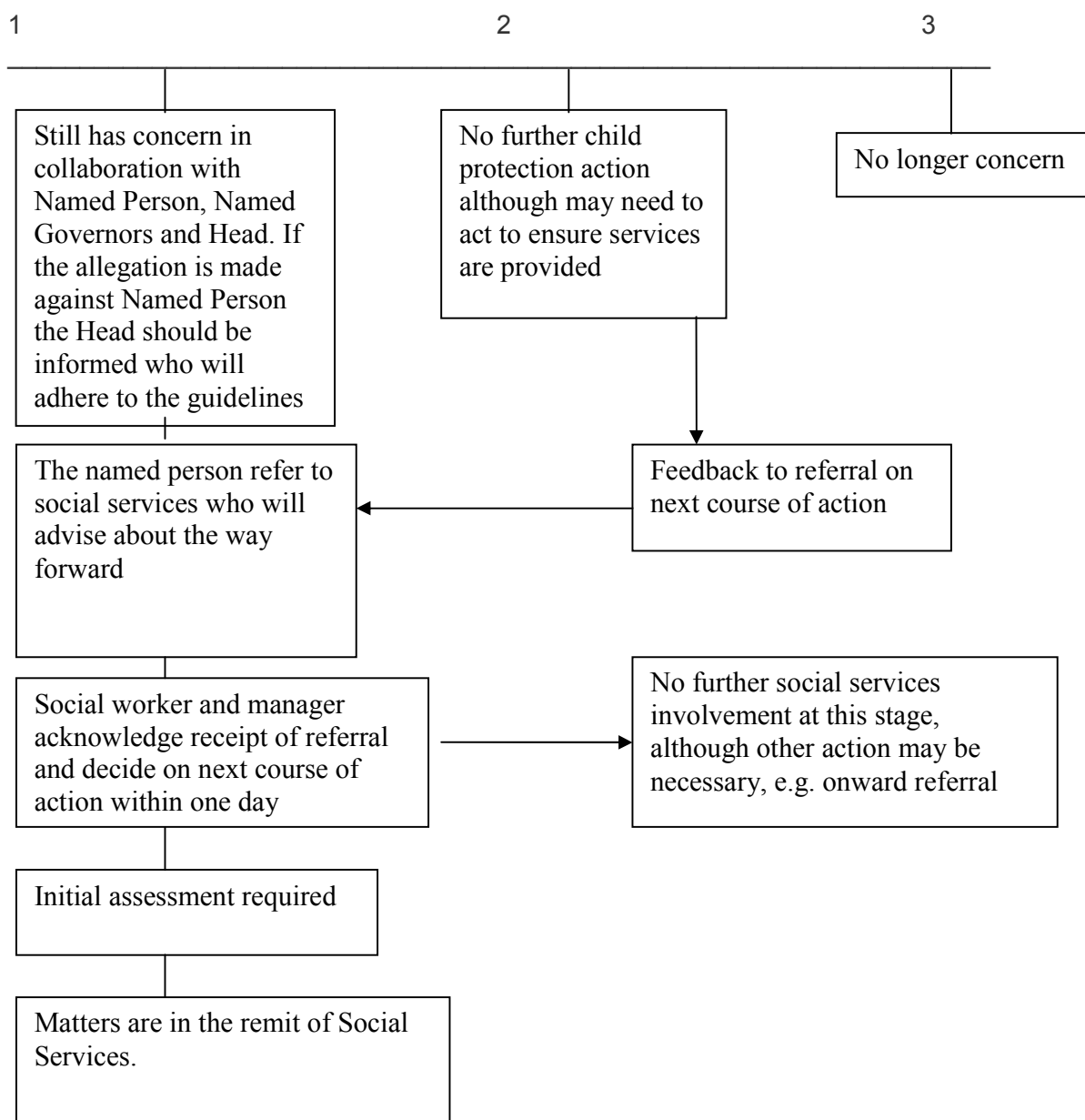
It is the policy of the School to comply with the OfSTED Report: "Safeguarding Children: An Evaluation of Procedures for checking staff appointed by schools" and in particular the letter on the same matter ("Process for undertaking the Re-checks necessary to complete the record") dated 31 October 2006 and subsequent directives.

In order to ensure that we meet the criteria set out in the report the School has designed a record-keeping schedule which may be found in the School's Employment Policies

MORASHA JEWISH PRIMARY SCHOOL

If a disclosure is made which is suggestive of abuse the School will respond in the following way:-

- STEP A Teacher has concern about child
- STEP B Teacher discusses with named person.
- STEP C There are three potential outcomes:-



If it is established that the allegation is not well founded, whether on the basis of medical evidence or further statements then the person against whom the complaint has been made would normally be informed that the matter is closed.

MORASHA JEWISH PRIMARY SCHOOL

Signed.....Ian Kamiel.....

Date.....May 2008.....

To be reviewed bySeptember 2009.....