



London
School
of Jewish
Studies

Child Protection and Safeguarding Policy

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1. LSJS Safeguarding context

Who we are and what we do

The London School of Jewish Studies (LSJS) is a world-class centre of Jewish learning and teaching. More than 170 years after it first opened, LSJS continues to grow and to cater to the evolving educational needs of the UK Jewish community as a thriving hub of Jewish educational excellence.

We have created a vibrant and enriching physical campus, to act as a ‘hub’ for Torah Judaism at the centre of our community. We are the premier provider of teacher training for the UK Jewish community, rated Good by OFSTED across all our programmes. We train teachers who work across approximately 50 Jewish primary and secondary schools and provide professional development for Jewish Studies teachers through our Jewish Studies teachers’ conferences. We are also the only UK provider of both undergraduate and post-graduate Jewish Education degree programmes.

We provide innovative, accessible and intellectually rigorous lifelong learning opportunities within our campus and through distance learning. Our courses are primarily designed for adult learners. Students who are under the age of 18 years old attend a Cheder (Bet Limmud) Sunday school class, and GCSE Ivrit (Hebrew) classes.

Finally, we rent out office space to various organisations (please see below), as well as two synagogue communities, and we also offer third party hires.

Each area of programming at LSJS will at times require external trainers, lecturers and Jewish educators. Trustees of LSJS will also gather at LSJS from time to time for board meetings. DBS checks and due diligence are carried out as appropriate and in line with LSJS policies relating to children, adults at risk, our Prevent duty and any other relevant policies.

Entry to our campus is controlled and recorded by security staff and we have outside CCTV coverage.

Security

Onsite security is provided by ‘First Class Protection’.

They have confirmed in writing that their staff are DBS checked and trained in Safeguarding (and their other duties). DBS details have been provided.

The contract specifies their areas of access and their interaction with campus users. They have their own Code of Conduct. LSJS will determine if additional site-specific safeguarding awareness training is also required for their staff.

Campus tenants

The following external organisations are on campus under a letting agreement and operate independently of LSJS. They are required to provide LSJS with details of their Safeguarding policies and procedures. They also commit to comply with any LSJS Safeguarding requirements.

Those organisations or individuals making private hires of space on the campus are also required to present their Safeguarding policies and/or agree to comply with LSJS Safeguarding requirements.

- Alei Tzion (synagogue community)
- Etgar
- Hadassah UK
- Jewish Volunteering Network
- Mizrachi
- PaJeS
- PJ Library
- The Montefiore Endowment
- Tsur Yisrael (synagogue community)
- Yad Vashem UK

2. Safeguarding objectives

1. Every child visiting LSJS will enjoy a meaningful and enriching learning experience in a setting that is safe, comfortable and free from abuse or neglect or the threat of abuse or neglect.
2. We place the child at the centre of our approach and the child's welfare and best interests are paramount: we respect all children and seek to further their best interests as they survive, thrive, and are heard in a secure environment.

3. We strongly adhere to the view that the welfare of children and young people is a vital priority regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.
4. We recognise that abuse may happen anywhere and could happen to any child, and it is important that all LSJS personnel are trained and maintain an active safeguarding approach to what they see. They should be ready to ask questions with a sense of 'curiosity' – they must not 'look the other way' or leave it to others.
5. We work with our campus tenants on Safeguarding responsibilities – they are expected to apply their own Safeguarding policies and procedures in their own context.

3. Definitions

Children/Young People: This policy covers our approach to safeguarding all children and young people up to their eighteenth birthday. We use the terms 'child' and 'young person' interchangeably in this policy document.

Safeguarding: We follow the definition set out in both *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education 2020*, plus an additional line from *Keeping Children Safe During Community Activities, After-School Clubs and Tuition, Non-statutory guidance for providers running out of school settings* (October 2020) – see bullet point 4*:

Safeguarding, and promoting the welfare of children, is everyone's responsibility.

"Safeguarding" is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action if you identify children to be at risk of harm*
- Taking action to enable all children to have the best outcomes

It is our aim to place this at the centre of our culture of Safeguarding at LSJS.

Child protection: We follow the NSPCC's definition: "Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm."

Abuse is defined in legislation as: "A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children." *Working Together to Safeguard Children 2018. Appendix A*

The NSPCC's definition of abuse summarises it as follows: "Child abuse happens when someone harms a child. It can be physical, sexual or emotional, or involve neglect. Children who experience abuse may struggle to speak out, so it's vital that anyone working with children or young people is able to recognise the signs of abuse."

See Appendix B for signs of physical, emotional and sexual abuse, as well as neglect.

Working Together to Safeguard Children 2018 provides the following definitions:

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

“Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.”

“Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.”

“Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

“Neglect: The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

"Extremism: Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist."

"County Lines: As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons."

"Child Criminal Exploitation: As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology."

“Domestic Abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse continues to be a prevalent risk factor identified through children social care assessments for children in need. Domestic abuse has a significant impact on children and young people. Children may experience domestic abuse directly, as victims in their own right, or indirectly due to the impact the abuse has on others such

More information can be found in the Draft Domestic Abuse Statutory Guidance Framework, including the new statutory definition of domestic abuse that will be introduced when the Domestic Abuse Bill is enacted.”

“Controlling or Coercive Behaviour: Also known as coercive control, the use of control and coercion in relationships is a form of domestic abuse and, since December 2015, a criminal offence.

Controlling and coercive behaviour is outlined in Government guidance issued under section 77 of the Serious Crime Act 2015 as part of the Government’s non-statutory definition of domestic violence and abuse. It is described as:

- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour; and
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim

Coercive control is a form of abuse that involves multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim. This pattern of abuse creates high levels of anxiety and fear. This has a significant impact on children and young people, both directly, as victims in their own right, and indirectly due to the impact the abuse has on the non-abusive parent. Children may also be forced to participate in controlling or coercive behaviour towards the parent who is being abused.

Controlling or coercive behaviour also form part of the definition of domestic abuse in section 1(3)(c) of the Domestic Abuse Bill. More information can be found in the Draft Domestic Abuse Statutory Guidance Framework.”

Other forms of abuse may include, but are not limited to:

- Cyber/Online, including social media
- Bullying in multiple forms
- Modern slavery
- Child trafficking
- Female genital mutilation

Perpetrators may include family members, strangers, staff or volunteer colleagues, other children – anyone.

See Appendix C for our legislative and guidance sources.

3. Safeguarding procedures – operational framework

Designated Safeguarding Lead (DSL)

LSJS has appointed two Designated Safeguarding Leads (DSL) who have received the necessary training (at least every two years and keeps up to date at least annually) and support. The DSLs are responsible for managing all matters relating to Safeguarding and Child Protection within the organisation, supporting colleagues and making sure that the requirements are being addressed within a positive culture of Safeguarding. The DSLs have the appropriate status and authority to fulfil the role.

The responsibilities of the Designated Safeguarding Leads are set out in: *Keeping Children Safe in Education 2020, Annex B: Role of the designated safeguarding lead.*

The DSLs are responsible for:

- Managing referrals (including the provision of support to colleagues) on all abuse matters to external authorities e.g. Local Authority or police
- Referring persons to the DBS where that person poses a risk to children
- Referring to the police where a crime has been committed
- Being the point person for external authorities acting on Safeguarding and Child Protection matters
- Acting as source of support, advice and expertise for all staff, volunteers and trustees
- Ensuring that all LSJS personnel are aware of this policy and provide the necessary training
- Becoming aware of any children with particular needs and acting accordingly
- Understanding the relevant data protection matters as they may concern Safeguarding and Child Protection
- Understanding the importance of data sharing with external authorities
- Keeping full records of all concerns and referrals (with the HR department where appropriate)
- Acting on the Prevent requirements
- Where relevant, addressing online safety concerns
- Encouraging a culture of listening to children
- Updating the policy and ensuring it is made available

Current LSJS Designated Safeguarding Leads are:

- Jonny Atkins, Head of Initial Teacher Training Programmes, jonny.atkins@lsjs.ac.uk
- Paul Gould, Chief Operating Officer, paul.gould@lsjs.ac.uk

Everyone's responsibility – duty of care

We seek to embed a culture of Child Safeguarding and Child Protection underpinned by the understanding that every person associated with LSJS has a personal and collective responsibility to address concerns and allegations. LSJS does this through:

- The appointment of an LSJS Designated Safeguarding Lead with responsibility for development, implementation and review of our Safeguarding work;
- Policies and procedures that we have in place, set out in this document and shared with LSJS staff, volunteers and trustees
- A safer recruitment process for trustees, staff and volunteers who are all vetted
- DBS checks and updating where required
- Induction and ongoing training programme for all LSJS staff
- Staff Code of Conduct
- Regular meetings with staff and volunteers, as well as line management meetings, used to remind personnel of their Safeguarding responsibilities
- Applying and following risk assessments and health and safety provision
- Staff being made aware of protocols for managing disclosures, referrals and all other reporting issues
- Report-writing, record keeping and follow-up via our DSLs
- Engagement with external support agencies for training

Safer recruitment policy and ongoing supervision

Recruitment for the LSJS Bet Limmud children's study programme is conducted by the Safer Recruitment trained Chief Operating Officer as Designated Safeguarding Lead and all teachers on this programme are DBS checked.

For non-regulated activity roles, LSJS advertises through appropriate channels with a structured job description, person specification and interview process.

Every successful applicant (staff, volunteer and trustee) will be checked for identity fraud i.e. their identity will be checked against two documents with photo identity such as a passport and driving licence; and three proofs of address – cross-checked with the identity documents.

Qualifications will be verified and at least two references will be required with one from their previous employer (or place of study as appropriate).

Where applicable (in terms of 'regulated activities', see Appendix D), LSJS personnel are DBS and Barred Lists checked. The Disclosure and Barring Service helps employers make safer recruitment decisions each year by processing and issuing DBS checks for England, Wales, the Channel Islands and the Isle of Man. DBS also maintains the adults' and children's Barred Lists and makes considered decisions as to whether an individual should be included on one or both of these lists and barred from engaging in regulated activity" (DBS). Until the DBS certificate has been provided and checked the person concerned will not be left unsupervised in direct contact with young people nor left where such contact may happen.

LSJS reserves the right to require a new DBS certificate regardless of whether one is provided by a former employer. LSJS requires all DBS certificates to be renewed every two years and/or registered for the DBS Update Service. It is noted that the DBS check is only one part of the safer recruitment process.

New staff, volunteers and trustees will be required to successfully complete a probationary period within which active and effective observance of Safeguarding and Child Protection requirements will be a central performance measure.

The procedure also applies for personnel arriving or visiting from overseas.

Records will be kept confirming the observance of all personnel Safeguarding requirements and completion of on-going training.

LSJS training requirements

The DSLs will complete DSL training every two years. At least annually, the DSL will also keep up to date with relevant developments in Safeguarding.

All those who are DBS checked will be required to complete a Level 1 Safeguarding course every two years.

All staff and trustees are also required to undertake Prevent Awareness Level 1 training.

Additional specific training will be added if the need arises e.g. forced marriage.

Health and safety and risk assessment

LSJS carries out regular health and safety checks and risk assessments.

Fire Drills are carried out in line with the Health and Safety Policy and Risk Register. This also includes consideration of possible child protection and safeguarding issues, for example, are there areas on site which are not regularly checked and where a child could be left alone unsupervised and vulnerable?

The LSJS Health and Safety Policy also addresses areas such as use of equipment, first aid, etc.

Data protection, privacy and information-sharing

LSJS follows its Data Protection policy for the safe storage and retention of all personal information. However, there are special provisions under data protection regulations allowing for the management and sharing of data concerning the prevention of harm or abuse or the prevention or detection of crime. Sharing of data is a pre-requisite for Safeguarding effectiveness and LSJS staff are encouraged to proactively consult with the DSL rather than hold back information.

LSJS also has a policy regarding photographic images: LSJS personnel are forbidden from taking photographs or record any kind of images of children unless they have written permission from the Executive Director and all necessary written consents have been secured from parents/guardians. In addition, LSJS personnel should not engage on social media or other online platforms with young people they work with, unless expressly approved in writing by LSJS.

Bet Limmud programme

Bet Limmud is an advanced Sunday programme for high-achieving students in Years 7-11, offering structured, skills-based learning in Tanach, Talmud and Jewish philosophy. It takes place on site with teachers hired by LSJS. Primarily a Sunday morning programme when no other LSJS or Campus tenant activities are taking place, short-term Bet Limmud programmes may take place during school holidays, typically over the course of a week.

Bet Limmud comes under the definition of an 'out of school setting' and follows the guidance set out in: [After-school clubs, community activities, and tuition - safeguarding guidance for providers](#)

The guidance covers topics such as health and safety, child protection and safeguarding, clear procedures to report concerns, and the suitability of any staff or volunteers involved.

Children at LSJS and not in this programme should be accompanied by a parent or guardian at all times.

External office lets (long-term) and temporary space hires (short-term)

It is a precondition of a let or hire at LSJS that each organisation is required to share its Safeguarding Policy (Children and Adults) and their Safer Recruitment Policy with LSJS. Where appropriate, LSJS may also insist on seeing the DBS checks of relevant staff.

The contract for lets and hires will make clear that the third party will apply its own policy in the management of its own students, staff, volunteers, trustees and any other relevant personnel or others brought onto the campus.

All tenants will also be subject to other LSJS policies on site e.g. Health and Safety. Furthermore, all visitors onto campus will be checked in by security and will only be allowed to enter through by prior arrangement only and notification to the security team.

LSJS reserves the right to intervene to protect children regardless of whose auspices they are under whilst on campus – this includes contacting relevant third parties e.g. police or the Local Authority Designated Officer.

4. Child protection incident management procedures

Allegations of abuse made against staff

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

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

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

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

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

Suspension

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

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

- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in LSJS so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

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

False: there is sufficient evidence to disprove the allegation

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

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

Procedure for dealing with allegations

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

1. Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police.)
2. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
3. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at LSJS is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.
4. **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at LSJS and their contact details.
5. **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
6. **If it is decided that further action is needed**, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.

7. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
8. DSL to inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
9. Keep the Chief Executive and DSL (and through them the relevant parents or carers of the child/children involved informed of the progress of the case and the outcome as appropriate) informed.
10. Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
11. If LSJS is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
12. Where the police are involved, wherever possible the **trustees** will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in LSJS's disciplinary process, should this be required at a later point.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 5 working days.

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 18 working days.

Specific actions

Action following a criminal investigation or prosecution

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

Conclusion of a case where the allegation is substantiated

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

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

Individuals returning to work after suspension

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

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

Unsubstantiated or malicious allegations

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

Confidentiality

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

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

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

Record-keeping

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

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

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

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

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

References

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

Learning lessons

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

This will include consideration of (as applicable):

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

Addressing concerns and disclosures

Concerns of any kind need to be reported to the DSL – if in doubt, report it.

In the event of an incident occurring or someone becoming aware of a concern there is a requirement on all LSJS staff, volunteers and trustees to address it immediately.

Therefore, all personnel are required to be vigilant and understand the reporting procedures. If any personnel have a concern, they must take immediate or timely action.

Concerns and allegations may cover a wide range of issues – see types of abuse listed in Appendix B and defined above. If a child is at risk of immediate harm, then call the police. Otherwise, the concern should immediately be reported directly to the Designated Safeguarding Lead (Paul Gould or Jonny Atkins). The DSL will make a risk assessment and act accordingly and without delay.

Low level concerns (whether proven or otherwise) will also be recorded as this data may be used to identify patterns of behaviour or poor practice by an individual.

If a member of LSJS personnel inadvertently causes a surprising reaction in a child (e.g. something out of character or something identified within this policy as a potential sign of abuse) they are advised to report it to the DSL or Line Manager. This is also important in terms of clarifying the LSJS person's actions that may have triggered the reaction.

In more significant cases, an evaluation should be prepared reviewing how LSJS responded.

A Disclosure is where a child shares that they have suffered abuse or neglect or are concerned about potential abuse they may suffer. It also covers when a child reports actual or potential abuse or harm suffered by another child. In these cases, a strict procedure must be followed. LSJS personnel will:

- Demonstrate to the young person that they have their full attention and are listening carefully
- Make clear that the young person is being taken seriously
- Inform the young person that the matter cannot be kept confidential in so far as it will need to be reported – LSJS personnel should not offer to keep it confidential even if requested by the child to do so, and even at the risk of the child not disclosing further details (this applies even if the young person has already disclosed information of abuse and there was no prior explanation of the confidentiality policy – the matter must still be reported)
- Not ask leading questions (e.g. did your cousin beat you?) only open questions (e.g. what happened next?)
- Not pass judgement on any person mentioned
- Reassure the child that they have made the right decision to share and that they will be heard
- Explain to the child what will happen next
- Immediately report the disclosure to the DSL – or the police if there is an immediate risk
- Make notes of the conversation and complete a report (see Appendix E)
- Not investigate the matter themselves as it may prejudice any subsequent police investigation and is inappropriate
- Remain confidential between the young person concerned, the person to whom they spoke, the DSL and the relevant Trustee (or as determined by the Trustee and DSL)
- Securely store all relevant information

Pastoral care

The DSL will ensure that the welfare of the affected child and any other affected children is addressed as a matter of priority – including directing towards suitable support and care.

The DSL will also keep the child up to date on developments as is fitting for the context e.g. age appropriate. The DSL will also ensure that the LSJS personnel who reported the case are supported.

Report writing and record-keeping

The LSJS person who has a concern or received a disclosure will write up a report as soon as possible.

The person who listened to the child's disclosure should avoid taking notes at the time but should immediately after the event or conversation write up a detailed report under the guidance of the Designated Safeguarding Lead – being sure to only record what the child said (in the child's own words as far as possible) and not what the listener thought or interpreted.

A Disclosure Report template is to be found in Appendix E.

Record-keeping is an important element of the process and should record what happened, including the decision-making process and outcomes.

Records may include safer recruitment details; DBS checks; concerns and allegations made against anyone concerned; disclosures; referrals; decisions; and outcomes.

The information should be stored according to a defined policy.

Referrals

The Designated Safeguarding Lead will decide if the concern meets the threshold to be referred to the relevant authority – either the police or the Local Authority (for where the child lives or for where the abuse took place or the local authority where LSJS is based – depending on the circumstances). If in doubt, the DSL will seek advice from the Local Authority Designated Officer (LADO).

For all abuse matters relating to concerns over LSJS personnel (or staff or volunteers of visiting groups) the DSL will contact the police or the relevant person in the Local Authority: the (LADO) (Barnet Council LADO: 020 8359 4528). All family-related or other matters are reported to the Local Authority's Multi-Agency Safeguarding Hub (Mash Team): 020 8359 4066; mash@barnet.gov.uk or the police.

The **NSPCC (0800 800 5000)** or **ChildLine (0800 1111)** may be called if advice is needed.

All reporting and referrals need to take place in a timely manner depending on the severity e.g. immediate risk of harm – immediate reporting to the police via 999; other matters should be reported immediately or within 24 hours wherever possible.

In more serious cases, LSJS will consider making a Serious Incident Report to the Charity Commission.

A review of the best interests of the child involved will be needed and immediately undertaken to see if there is need for any further intervention – this may be a responsibility and/or decision taken over by appropriate external authorities. See contacts list in Appendix G.

Parents/Guardians

It is always important to consider how to engage Parents/Guardians. We support the value of strengthening and supporting families and will always seek to engage the Parents/Guardians.

However, in circumstances where it is thought that speaking to Parents/Guardians may increase the risk to the child we will not do so and will liaise directly with the relevant external authorities.

Confidentiality surrounding abuse cases

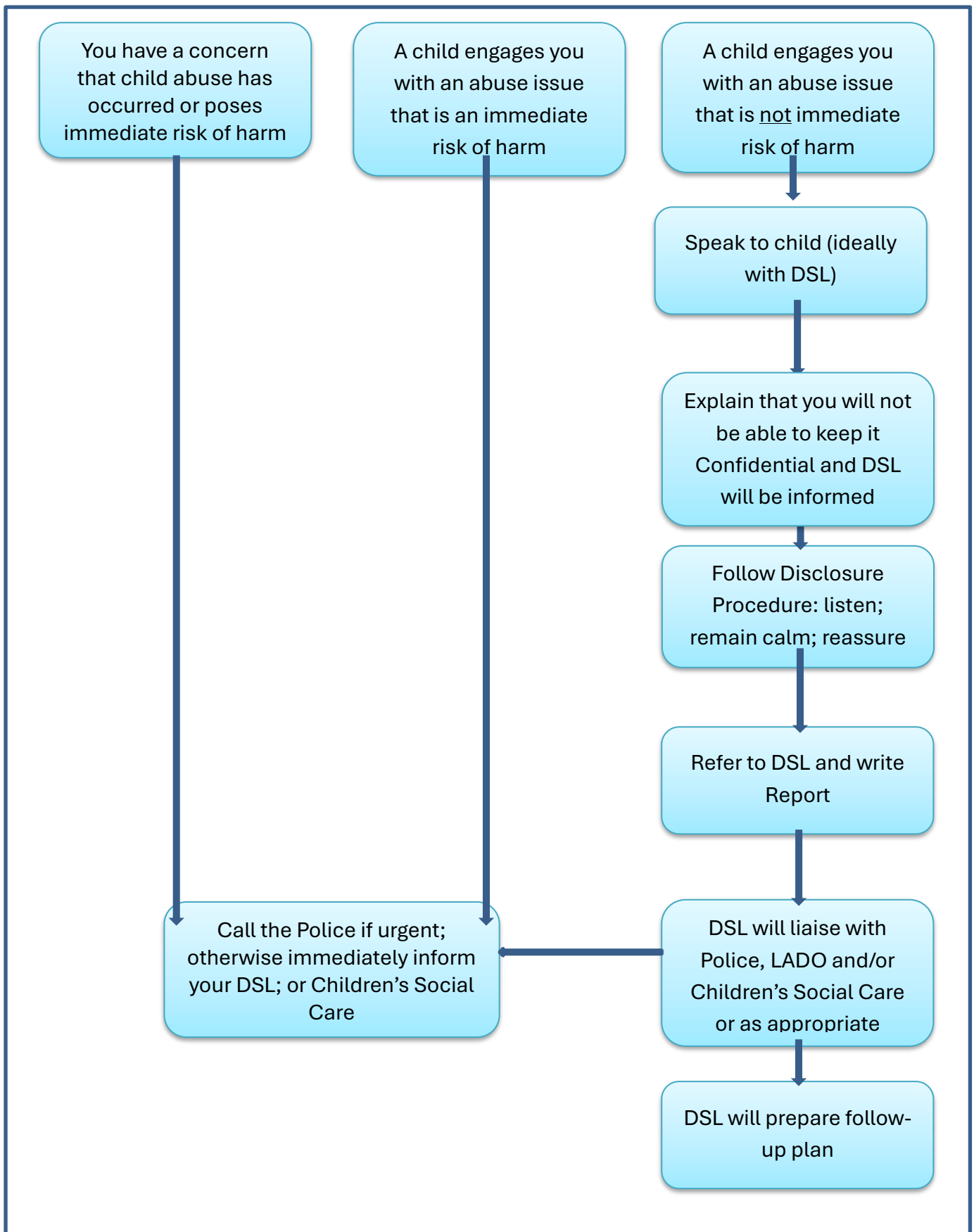
The concern/allegation is to be kept confidential between the child, the LSJS person to whom the child spoke, and the Designated Safeguarding Lead (and Line Manager if relevant) and the relevant Trustee/s – it must not be discussed with anyone else including other LSJS personnel unless necessary. In addition, other LSJS personnel will not seek to discover any details that they do not need to know.

Risk management plan and serious incidents

LSJS has a separate Risk Management Plan that will be implemented in cases that are more serious e.g. serious abuse; requiring additional resources and/or specialised expertise.

LSJS is also aware of its responsibilities to submit Serious Incident Reports to the Charity Commission where appropriate.

Appendix A: LSJS Flow chart for decision-making



Appendix B: Definitions and signs of abuse

The following link to NSPCC provides details on a wide range of abuse categories and is reflected in the following text. [Types of Child Abuse & How to Prevent Them | NSPCC](#)

Here we only include physical abuse, emotional/psychological abuse, sexual abuse and neglect. Other examples on the NSPCC link include bullying and cyber-bullying; child trafficking; criminal exploitation and gangs; domestic abuse; female genital mutilation; grooming; non-recent abuse; and online abuse.

The signs of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse.

There are different **types of child abuse** and the signs that a child is being abused may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

Common signs

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

Physical abuse

Physical abuse is when someone hurts or harms a child or young person on purpose. It includes hitting with hands or objects; slapping and punching; kicking; shaking; throwing; poisoning; burning and scalding; biting and scratching; breaking bones; drowning.

It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

Bumps and bruises don't always mean a child is being physically abused. All children have accidents, trips and falls. And there isn't just one sign or symptom to look out for. But it's important to be aware of the signs.

If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Physical abuse symptoms include may include bruises, broken or fractured bones, burns or scalds and bite marks.

It can also include other injuries and health problems, such as scarring, the effects of poisoning, such as vomiting, drowsiness or seizures, breathing problems from drowning, suffocation or poisoning.

Head injuries in babies and toddlers can be signs of abuse so it's important to be aware of these. Visible signs include swelling, bruising, fractures, being extremely sleepy or unconscious, breathing problems, seizures, vomiting, unusual behaviour, such as being irritable or not feeding properly.

Babies and pre-school children who are being emotionally abused or neglected might be overly affectionate to strangers or people they don't know well, seem unconfident, wary or anxious, not have a close relationship or bond with their parent, be aggressive or cruel towards other children or animals.

Older children might use language you wouldn't expect them to know for their age, act in a way or know about things you wouldn't expect them to know for their age, struggle to control their emotions, have extreme outbursts, seem isolated from their parents, lack social skills, or have few or no friends.

Emotional abuse

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Emotional abuse is often a part of other kinds of **abuse**, which means it can be difficult to **spot the signs** or tell the difference, though it can also happen on its own.

Types of emotional abuse include humiliating or constantly criticising a child; threatening, shouting at a child or calling them names; making the child the subject of jokes, or using sarcasm to hurt a child; blaming and scapegoating; making a child perform degrading acts; not recognising a child's own individuality or trying to control their lives; pushing a child too hard or not recognising their limitations; exposing a child to upsetting events or situations, like domestic abuse or drug taking; failing to promote a child's social development; not allowing them to have friends; persistently ignoring them; being absent; manipulating a child; never saying anything kind, expressing positive feelings or congratulating a child on successes; never showing any emotions in interactions with a child, also known as emotional neglect.

There might not be any obvious physical signs of emotional abuse or neglect. And a child might not tell anyone what's happening until they reach a 'crisis point'. That's why it's important to look out for signs in how a child is acting.

As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. Children who are being emotionally abused might seem unconfident or lack self-assurance, struggle to control their emotions, have difficulty making or maintaining relationships, act in a way that's inappropriate for their age. The signs of emotional abuse can also be different for children at different ages.

Sexual abuse

When a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online.

It is never a child's fault they were sexually abused – it's important to make sure children know this.

There are two types of sexual abuse – contact and non-contact abuse. And sexual abuse can happen in person or online.

Contact abuse is where an abuser makes physical contact with a child. This includes sexual touching of any part of a child's body, whether they're clothed or not; using a body part or object to rape or penetrate a child; forcing a child to take part in sexual activities; making a child undress or touch someone else. Contact abuse can include touching, kissing and oral sex – sexual abuse isn't only penetrative.

Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes: exposing or flashing; showing pornography; exposing a child to sexual acts; making them masturbate; forcing a child to make, view or share child abuse images or videos; making, viewing or distributing child abuse images or videos; forcing a child to take part in sexual activities or conversations online or through a smartphone.

Knowing the signs of sexual abuse can help give a voice to children. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out.

Some of the signs you might notice include emotional and behavioural signs, avoiding being alone with or frightened of people or a person they know, language or sexual behaviour you wouldn't expect them to know, having nightmares or bed-wetting, alcohol or drug misuse, self-harm, changes in eating habits or developing an eating problem, changes in their mood, feeling irritable and angry, or anything out of the ordinary.

Physical signs may include bruises, bleeding, discharge, pains or soreness in their genital or anal area, sexually transmitted infections, or pregnancy.

If a child is being or has been sexually abused online, they might spend a lot more or a lot less time than usual online, texting, gaming or using social media; seem distant, upset or angry after using the internet or texting; be secretive about who they're talking to and what they're doing online or on their mobile phone; have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Children and young people might also drop hints and clues about the abuse.

Neglect

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

Neglect can be a lot of different things, which can make it hard to spot. But broadly speaking, there are four types of neglect.

1. **Physical neglect:** a child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe.
2. **Educational neglect:** a parent doesn't ensure their child is given an education.

3. **Emotional neglect:** a child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
4. **Medical neglect:** a child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.

Neglect can be difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there's a serious problem.

Children and young people who are neglected might have: poor appearance and hygiene, smell or be dirty, be hungry or not given money for food, have unwashed clothes, have the wrong clothing, such as no warm clothes in winter, have frequent and untreated nappy rash in infants.

Health and development problems may include anaemia, body issues, such as poor muscle tone or prominent joints, medical or dental issues, missed medical appointments, such as for vaccinations, not given the correct medicines, poor language or social skills, regular illness or infections, repeated accidental injuries, often caused by lack of supervision, skin issues, such as sores, rashes, flea bites, scabies or ringworm, thinness or having a swollen stomach, tiredness, untreated injuries, weight or growth issues, housing and family issues, living in an unsuitable home environment, such as having no heating, being left alone for a long time, taking on the role of carer for other family members.

Change in behaviour may be expressed as becoming clingy, becoming aggressive, being withdrawn, depressed or anxious, changes in eating habits, displaying obsessive behaviour, finding it hard to concentrate or take part in activities, missing school, showing signs of **self-harm, using drugs or alcohol**.

A child might not understand they're being neglected.

Additional forms of abuse have emerged including Cyber/Online Abuse; Multiple Forms of Bullying; Modern Slavery; Child Trafficking; Female Genital Mutilation; Radicalisation, amongst others.

Appendix C: Legislative and guidance sources

Our policy relies primarily upon various legislative documents including:

- UN Convention on the Rights of the Child 1989
- The Children Act 1989; The Children Act 2004;
- What to do if you're worried a child is being abused: advice for practitioners (Department of Education, 2015)
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Keeping Children Safe during Community Activities, After-School Clubs and Tuition, Non-statutory guidance for providers running out of school settings (October 2020)
- Safeguarding Vulnerable Groups Act 2006
- Latest Prevent Strategy documents on Prevent Duties
- Rehabilitation of Offenders Act, 1974

We use documentation from:

- SCIE (Social Care Institute for Excellence)
- NSPCC (National Society for the Prevention of Cruelty to Children)

Online youth work:

<https://youthworksupport.co.uk/wp-content/uploads/2020/05/SG-in-a-Pandemic-VERSION-4-1-FINAL.pdf>

CST online security guidance:

<https://cst.org.uk/public/data/file/8/b/Guidance%20for%20secure%20livestreaming.pdf>

Appendix D: ‘Regulated Activity’ for the purposes of DBS checks

“The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions each year by processing and issuing DBS checks for England, Wales, the Channel Islands and the Isle of Man. DBS also maintains the adults' and children's Barred Lists and makes considered decisions as to whether an individual should be included on one or both of these lists and barred from engaging in regulated activity.”

‘Regulated activity’ with children is defined by the DBS as follows (based on Safeguarding Vulnerable Groups Act 2006) (Source: *Regulated activity with children in England (DBS)*).

Visit this link for further information on [Regulated activity with children in England and Wales - GOV.UK](#).

Appendix E: Child protection expression of concern form

This form should be completed when there is cause for concern/disclosure and given to your Designated Safeguarding Lead as soon as possible.

STRICTLY CONFIDENTIAL

Details of Young Person:

Child's Name:

Child's Date of Birth (if known – or approximate age):

Details of the person reporting concerns:

Full Name:

Post:

Date this form was

Do these concerns relate to a specific incident/disclosure? If YES complete Section A. If NO, omit Section A and please move straight to Section B.

Section A:

Date and time of incident/disclosure:

Location of incident/disclosure:

Other persons present:

Section B:

Details of concern/disclosure/incident:

(What was said, observed, reported)

Action taken:

(What did you do following the incident/disclosure/concern?)

Any other relevant information:

For completion by the Designated Safeguarding Lead (DSL):

DSL Response:

Action taken by DSL:

Rationale for decision making/actions taken:

Outcome of action taken by DSL:

Follow up action by DSL:

Feedback given to person reporting the concerns:

Signed by DSL:

Date:

Full Name:

Appendix F: Contacts

- Designated Safeguarding Lead, Paul Gould, Chief Operation Officer
paul.gould@lsjs.ac.uk
- Designated Safeguarding Lead, Jonny Atkins, Head of Initial Teacher Training Programmes, jonny.atkins@lsjs.ac.uk
- Local Authority Designated Officer (LADO) – for issues concerning LSJS personnel and for other related safeguarding advice: 020 8359 4528.
- Local Authority Multi-Agency Safeguarding Hub (MASH Team) for family matters: 020 8359 4066, mash@barnet.gov.uk
- NSPCC: 0800 800 5000
- Childline: 0800 1111

Signed on behalf of the LSJS Senior Leadership Team by Paul Gould, Chief Operating Officer

Date created: July 2021

Date revised: August 2025

Date to be reviewed: August 2026