



The Anglican International School Jerusalem

AISJ SAFEGUARDING POLICY

Approved by: Senior Leadership Team

Date approved August 2026

Next review due by: August 2027

Key Contacts

Designated Safeguarding Lead	Mrs Michelle Loubser	School Legal Adviser	Yair Faiglin
Safeguarding Team	Devin Mitchell (DDSL) School Counsellor School Nurse Deputy Head of Secondary Elementary Inclusion Coordinator	Local Social services	Israel Child Protection: https://www.gov.il/en/departments/child_online_protection_bureau/govil-landing-page
Designated Safeguarding Governor	Lynn Rosenberg	Chair of Governing Board	Revd Tom Burden
School Principal	Devin Mitchell	School Counsellor	Ms Alexia Capote

Terminology

Child protection	is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Staff	refers to all those working for or on behalf of the School, full or part time, temporary or permanent, in either a paid or voluntary capacity.
Child	includes everyone under the age of 18. On the whole this will apply to pupils at our School; however the policy will extend to visiting children and pupils from other establishments.
Young person	refers to pupils over the age of 18.
Parents	refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

1. Purpose and Aim

AISJ fully recognises its responsibility to safeguard, promote and protect the safety of all pupils in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at AISJ.

Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

AISJ has an attitude of 'it could happen here'.

- AISJ expects all Staff to share this commitment.
- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interest of the child.

The purpose of this Policy is to provide staff, governors, volunteers and the wider school community with the framework needed in order to keep children safe and secure in AISJ. The Policy also informs parents and carers how we are safeguarding their child whilst in our care.

This Policy applies to the whole of AISJ and all on and off-site activities by pupils whilst they are the responsibility of the school.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- The role of the designated safeguarding lead (DSL)
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Allegations against Staff Procedure

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education 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 to enable all children to have the best outcomes.

AISJ in particular will:

- provide an environment which fosters a supportive school community and an open culture where all feel able to share concerns about another's wellbeing, know that those concerns will be listened to and acted upon effectively and sensitively;
- provide an ethos of care whereby class teachers, specialist teachers and support staff get to know pupils such that they are more readily aware of a child in need of support or 'changes' which may indicate abuse or a safeguarding concern;
- raise awareness for Staff of the need to safeguard pupils and of their responsibilities to identify and report possible cases of abuse, neglect, or a child in need through guidance and training;
- provide a systematic means of monitoring children known to be in need, or who have suffered or are at risk of suffering harm;
- ensure that all vulnerable children are provided with appropriate support in School and that their needs are identified and responded to effectively;
- develop and implement procedures to be followed by all staff in cases of suspected abuse or other child welfare concerns;
- develop and promote effective working relationships with other agencies including the Police, Social Services, and when appropriate International Agencies
- to work in partnership with parents and carers in the best interests of pupils;
- ensure that all adults within the school who have access to children have been checked as to their suitability to work safely with children;
- emphasise the need for good communication about safeguarding issues between all members of staff.

The school's commitment to safeguarding children is communicated to all governors, professional staff, parents, and others who have an interest in our school. The names of the Designated Safeguarding Lead (DSL) and Safeguarding Team are displayed in school along with their contact details.

2. Our Safeguarding Pledge

Children will:

- Be listened to seriously, and professionals will use their power to help children;
- Be able to discuss issues in private, if and when children want to.

Professionals will:

- Be involved with children and help them understand decisions made about their lives;
- Share information to protect children
- Work together effectively on children's behalf;
- Be competent, confident, properly trained and supported by the safeguarding team of AISJ

3. Equality Statement

Some children have an increased risk of abuse and/or neglect and may face additional barriers to disclosure. We are committed to ensuring every child remains safe and has the same level of protection. Owing to this we give special consideration to children who:

- Are a young carer;
- Are showing signs of being drawn in to anti-social or criminal behaviour,
- Are frequently missing/goes missing from care or from home;
- Are at risk of modern slavery, trafficking or exploitation;
- Are at risk of being radicalised or exploited;
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Are misusing drugs or alcohol themselves;
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;

4. AISJ Responsibilities and Commitments

4.1 All school staff

Child protection and safeguarding is the responsibility of everyone. Everyone who comes into contact with children and their families has a role to play in safeguarding children. It is essential that everybody working in a school understands their safeguarding responsibilities. Therefore, all Staff have a duty and responsibility to:

- have a child-centred approach by considering at all times what is in the best interests of a child;
- understand the systems the school has in place to support safeguarding including understanding this Policy and its procedures and the school's other policies and documents;
- be aware of and understand the types and indicators of abuse and neglect so that they are able to identify children who may be in need of help or protection or who are suffering, or likely to suffer, significant harm;
- understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and that in most cases, multiple issues will overlap with one another;
- understand that a child is considered to have been abused or at risk of abuse when the basic needs of that child are not being met. Harm can include neglect, illtreatment, physical, sexual, or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional or social development.
- have an understanding of specific safeguarding issues that can put children at risk of harm
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report;
- know what to do if a pupil discloses /alleges abuse or neglect;
- understand and implement the procedures to report concerns and work with external agencies when necessary;
- seek guidance from the DSL if they are unsure how to proceed in a potential Child Protection situation;
- understand the types of child-on-child abuse and specific procedures to follow to report any disclosures/allegations to the DSL in accordance with this Policy;
- understand the duties to share information about safeguarding concerns whilst maintaining an appropriate level of confidentiality.
- be aware of relevant data protection principles ,but understand that information must be shared where there is a need to safeguard or promote the welfare of a child and that fear about sharing information

must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children;

- keep detailed records of any safeguarding conversation or event in accordance with the Record Keeping and Confidentiality section of this Policy;
- in accordance with the Whistleblowing section of this Policy, understand the duty to raise concerns about the inappropriate attitude or actions of colleagues and about poor or unsafe practice and potential failures in school's safeguarding procedures.
- if it is found that an allegation is unsubstantiated, unfounded, false, or malicious, the DSL should investigate whether the child who has made the allegation is in need of additional support or may have been abused by someone else.
- is a privately fostered child;
- has a parent/carer in custody;
- is self-harming;
- is in a family circumstance that presents challenges for the child, such as substance abuse, adult mental health problems and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect.

4.2 The Governing Body will:

- review this Policy and its effectiveness annually;
- nominate a Safeguarding Governor to act as the lead Governor for child protection and safeguarding issues in the school;
- ensure that staff undergo regular updated safeguarding training (including online safety); full refresher once a year with regular Safeguarding updates in staff meetings;
- remedy any deficiencies or weaknesses in regard to child protection policies or procedures that are brought to its attention without delay.
- comply with their safeguarding duties under and ensure that the policies, procedures and training in the school are effective
- ensure that pupils are taught about safeguarding (including on-line safety).

"Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead (DSL). The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description.

The designated safeguarding lead will have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children."

4.3 Training

- ensure that the Safeguarding Team undergoes training to provide them with the knowledge and skills required to carry out their roles;

- to ensure staff receive all appropriate training in safeguarding to develop their understanding of the signs and indicators of abuse;
- to ensure that Staff have the appropriate training on online safety in this area and that pupils and their parents are provided with advice and guidance on online safety;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand the importance of information sharing, both within the school and with the external agencies, organisations and practitioners;
- to keep detailed, accurate, secure written records of concerns and referrals;
- to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- to recognise the additional risks that children with SEND and disabilities face online and to be confident they have the capability to support SEND children to stay safe online;
- encourage a culture of listening to children and taking account of their wishes and feelings;
- to refresh knowledge and skills at regular intervals.
- in conjunction with the Safeguarding Team and Governing Body, to ensure that this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly;
- ensure that this Policy is available publicly on the school's website and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made to external agencies and the role of the school in this.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers.

4.4 Child protection file

- The school has a simple form available on the Faculty Drive to enable staff to report concerns. This is required on the same day that the concern is noticed or raised. Staff should inform the DSL verbally before completing the form in serious instances so that immediate action can be taken. The system enables all staff to record any safeguarding concern, safe in the knowledge that a proper record has been made and that the DSL has been notified. It also equips the DSL to assess each concern and manage any ongoing action that needs to be taken. The DSL then records how the concern was followed up and resolved; attaching any notes of conversations with the student and/or parents.
- Records of all concerns are kept confidential and secure; but separate from pupil records.
- The safeguarding register is regularly updated, and shared with the safeguarding core team. Records of concern are kept for each case. These are monitored by the DSL, under the following categories:
 - Historic concern or Level 1 concern: Monitor
 - Level 2 concern: Regular involvement of school counsellor, therapists, in school support
 - Level 3 concern: More serious concerns, high level of counsellor involvement, external agencies involved
 - Level 4 concern: Social Service involvement, hospitalisation or regular support from medical professionals, serious risk of harm

4.5 Induction of new staff

All new staff to the school will undertake safeguarding training and training from the DSL, as part of their induction programme. They are also required to read and understand this Policy and its procedures, the Staff Handbook and Code of Conduct, and will be required to have read and understood it.

- Staff will receive regular safeguarding and child protection training no less than once an academic year and updates as required

4.6 Availability of the DSL

- The DSL or Deputy DSL will be available during school hours.
- For out of school hours arrangements (such as overnight school trips), contact details of the DSL will be provided to the lead member of staff prior to the trip itself and the DSL or DDSL will be available to be contacted if required.
- In the event that the DSL and Deputy DSL is not in school another member of the Safeguarding Team is named as responsible on site and should be able to reach the DSL/DDSL by phone.

5. What to do if a pupil discloses/alleges abuse

If a child discloses/alleges that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct or leading questions
- Not criticize the alleged perpetrator
- Explain what has to be done next and who has to be told • Raise the concern on the AISJ Safeguarding Form
- Pass information to the DSL without delay.

The staff member should respond to a child raising a concern of abuse:

- Show acceptance of what the child says
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know
- Be aware that the child may have been threatened, coached or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say:

- I understand what you are saying

- Thank you for telling me
- It's not your fault
- I will help you.

Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else".

At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the DSL
- Consider your own feelings and seek pastoral support if needed.

6. Procedures

All staff members have a duty to identify and respond to suspected or actual abuse or disclosures of abuse.

If a member of staff has any concerns about a child (including concerns regarding possible Child-on-Child abuse) they must report this immediately to the DSL

If a member of staff has reported a concern or disclosure to the DSL and is not satisfied with the action taken by that person, the Staff member with concerns should speak with the DSL again or the School Director (For 24-25, speak to Devin Mitchell, Deputy DSL)

It is the school's Policy for staff to raise concerns or report disclosures to the DSL in the first instance save for in exceptional circumstances such as an emergency or where there is a concern that the appropriate action has not been taken.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the DSL

7. Types of abuse and neglect

What is abuse

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. 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.

Physical Abuse

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

Emotional Abuse

Emotional Abuse is 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

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

1. Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
2. Protect a child from physical and emotional harm or danger;
3. ensure adequate supervision (including the use of inadequate care-givers);
4. ensure access to appropriate medical care or treatment.

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Child-on-Child abuse

Children can abuse other children. This is generally referred to as Child-on-Child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Serious Violence

Domestic Abuse

The definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of Child-on-Child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos; o sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; o sexual exploitation; coercion and threats; o upskirting.

Upskirting

Upskirting’ is where someone takes a picture under a ‘persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Honour Based Abuse

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated

as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

8. Confidentiality

Through staff safeguarding training confidentiality has been discussed and fully understood. It is understood that a member of staff must never guarantee confidentiality to anyone about a safeguarding or child protection concern (including parents, carers or pupils), or promise to keep a secret.

In accordance with statutory requirements, where there is a child protection concern, this must be reported to the DSL and may require a further referral to and subsequent investigation by the appropriate authorities. Information on individual child protection cases may be shared by the DSL with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Relevant and proportionate information must be shared with professional agencies. Fears about sharing information and Data Protection must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only who may be invited to be part of a 'Team around the Child'. Confidentiality cannot be promised to a pupil following a disclosure. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

9. Promoting mental health and wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and a referral made to the designated safeguarding lead.

Our school actively promotes positive health, wellbeing and resilience for our young people and staff including the appropriate use of social media, forming positive relationships, smoking and alcohol.

- whole school approach to online safety that considers the four areas of risk;
- Content - being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- Contact - being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- A coherent management of Behaviour Policy and Procedures
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

10. Recording and sharing information

Records

The DSL will maintain a record of every incident involving suspected or actual issues in child protection. These records are confidential and ordinarily they are accessible only by the DSL and the DDSL. Where it is in the best interests of a child for any record to be disclosed to other agencies, then that record will be carefully disclosed.

The school keeps a single record, listing all of the adults who work at the school as employees or as volunteers and the date and outcome of any checks made in relation to each person. If no check has been made, the record shows why no check was necessary in that case.

Information Sharing

Is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies.

Sharing information includes ensuring arrangements are in place that set out clearly the processes and principles for sharing information. Please refer to our Information Sharing Policy for further detail.

11. Safer Recruitment

Please see our Safer Recruitment Policy for further detail

12. Physical contact with children

Generally, physical contact with the school's children should be minimised. Very young children may seek physical reassurance from a teacher, such as a brief hug when upset, but this should be initiated by the child, not by the adult.

There are occasions when physical contact between a teacher and a child is necessary. A very young child may need to hold an adult's hand while crossing the road. A child of any age may need to be physically restrained from damaging property or from hurting another child. In either case, the adult should use only the absolute minimum of physical contact needed to secure the child's safety. Very often, a note in an incident book will prevent any later misunderstandings. Ideally, another adult should witness all such contact. This witnessing is for the protection of the child, but it also may reassure the adult.

Physical or corporal punishment is of course illegal in school or in connection with the school.

13. Use of mobile phones and cameras

The school will ensure:

- Professional conversations with staff and parents are always conducted in person or by email, not by what's app or other phone messaging services
- Mobile phones must not be brought into the EYFS area. Any mobile technology that is being used to record information about the pupils progress will be taken on school equipment
- Parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications). This will happen annually at the start of each year
- Photo and video consent for trips and visits will be requested as required
- Children will be appropriately dressed in all images
- Parents and carers do not take photographs of the children unless prior consent has been obtained for example for a special event, such as a school play
- If photographs or videos of children are to be taken in school, it is in line with the annual agreement letter sent home to parents/carers
- All equipment used is open to scrutiny
- Student mobile phones are switched off and stored safely and securely during the school day.

14. Allegation about members of staff

All staff members understand the definition of appropriate behaviour and professional boundaries. The school has a process in place for reporting any concerns about a member of staff (or any adult working with children).

Any concerns about the conduct of a member of staff will be referred to the School Director. This role is distinct from the DSL as the named person should have sufficient status and authority in the school to manage

employment procedures. Where the concern involves the School Director, it should be reported direct to the Chair of the School Governing Board (GB).

Inappropriate relationships

Under no circumstances should inappropriate relationships happen or be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed an attachment to him or her, it should be reported to the DSL. Social exchanges with the pupil which are in any way different from those of the rest of their peers are not permitted.

Staff working alone with children

Staff are made aware that special care must be taken in any circumstances where a child works on a one-on-one basis with a child. The following guidelines should be considered by

Staff:

- Let another member of staff know that they are alone with a child;
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door and/or windows to the outside and/or a viewing hole that looks into the room;
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation;
- Should anything happen during the session that makes the Staff member uncomfortable, this should be reported to the DSL immediately;
- Children should only be given lifts in cars with the express permission of either the pupils' parent(s), DSL or the Head.

With regard to allegations made against staff

- The procedures outlined in this section are applicable to members of staff regardless of where the alleged abuse took place;
- If an allegation is made against a member of Staff (including supply or agency Staff or contracted Staff and volunteers) the person receiving the allegation must immediately inform the School Director
- If it is not possible to report to the director, then a report should be made immediately to DSL who in turn will inform the School Director

The School Director, will consider whether the member of Staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved toward a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If the conclusion is that the member of staff has or may have done any of the above, a Strategy meeting will be arranged chaired by the School Director

15. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct.

We want everyone to feel able to report any child protection or safeguarding concerns.

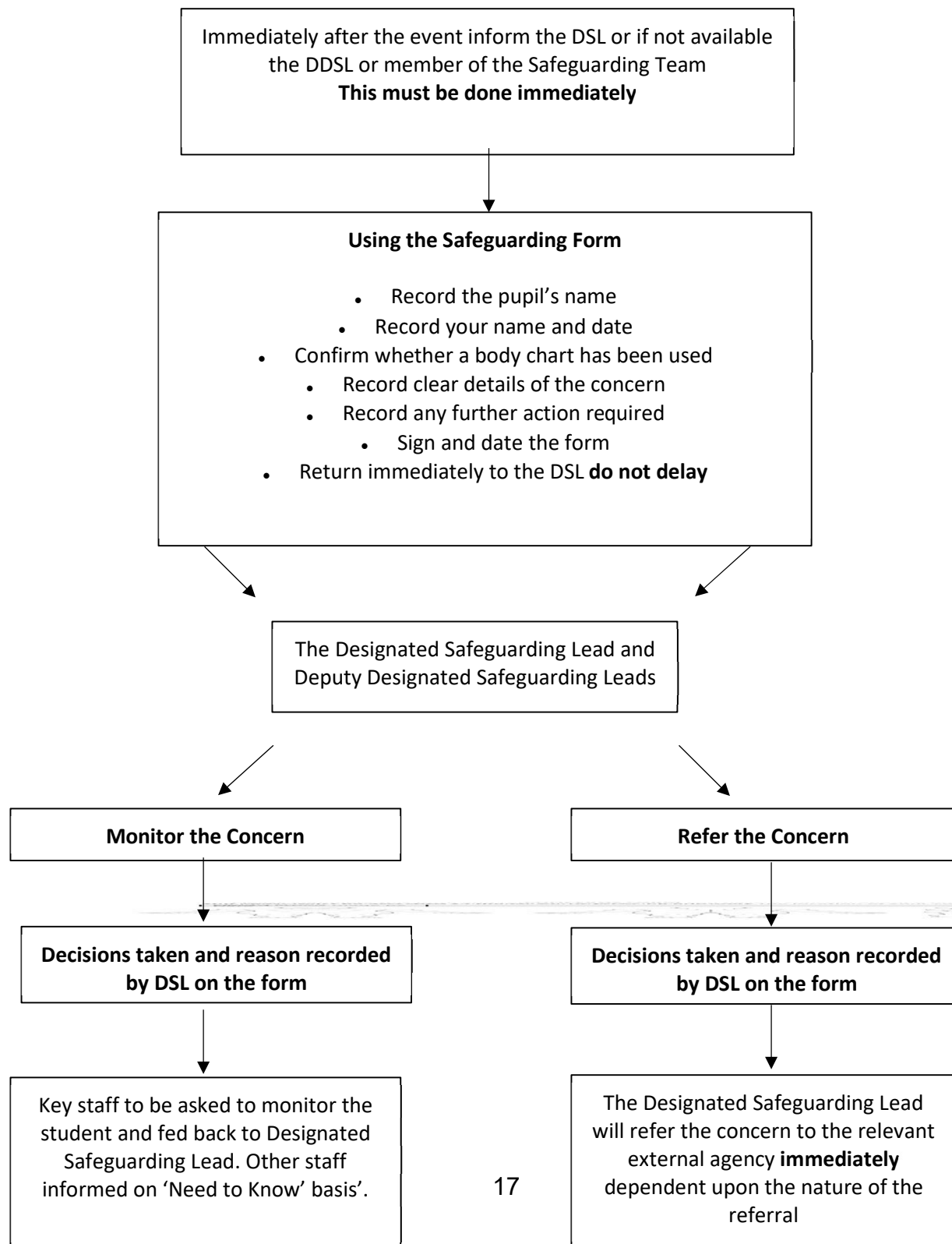
16. Contextual safeguarding

The school understands that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or within.

All staff, but especially the DSL or Deputies, understand these extra familial issues and will ensure that the context within which such incidents and/or behaviours occur is considered, including whether the child is at risk of abuse or exploitation in situations outside their families.

Staff also need to be aware of the local Israeli Child Protection thresholds and the law regarding physical punishment. Sometimes children make allegation about physical punishment at home, which outside of Israel in their home country is legal. Our first approach is to work with the parents in this case, inform them of the law and our responsibility to report, in addition to offering support and parenting advice. The child is placed on the Child Protection register and monitored.

17. SAFEGUARDING FLOW CHART



18. EXTERNAL AGENCY REFERRAL

AISJ is responsible for sharing Child Protection concerns with Israeli Social Services. There is no one referral process and who is referred to depends on the background and home language of the student.

August 2026:

1. Ronit 02-508-5233; Only Hebrew speaking, Ministry of Social Workers
2. Divra 02-508-5435 (LandLine) -Connection for social workers throughout the country, speaks English decently
3. Ofir 050-409-5570; Ok English.. Palestinian Authority Social Workers Office
4. Moriah 050-973-1412, Only Hebrew speaking, works under Ofir
5. Mayda 02-657-8566, Hebrew speaking, South Jerusalem Social workers for child protection
6. Elkhass, Hebrew speaking, 054-779-3036; Minor's Protection, Jebel AlMukaber Social Worker Office, Jerusalem Municipality (works under Mayda)

Israel Child Protection:

https://www.gov.il/en/departments/child_online_protection_bureau/govil-landingpage

International families – where the parents are employees of an embassy/consulate

We have spoken to the HR and family liaison representatives of the different UN agencies, the British Consulate and the American Embassy.

- If there are child protection concerns regarding a child in a family which has diplomatic immunity (all parents working for foreign embassies/consulates), the DSL or School Director should contact embassy/consulate who will advise on who to refer to.
- We have met with senior HR staff in the UN agencies. Most UN employees do not have diplomatic protection and so Israeli social services should be contacted. Senior UN staff may have diplomatic protection. (one UN HR contact list in the Safeguarding file).

- https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

Other UK Statutory and non-statutory guidance, which may be helpful:

Abuse

What to do if you're worried a child is being abused – DfE advice

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Domestic abuse: Various Information/Guidance - Home Office (HO) <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/> <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Faith based abuse: National Action Plan - DfE advice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

Relationship abuse: disrespect nobody - Home Office website <https://www.disrespectnobody.co.uk/>

Bullying

Preventing bullying including cyberbullying - DfE advice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Preventing and Tackling Bullying, DfE advice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Children missing from education, home or care

Children missing education - DfE statutory guidance

<https://www.gov.uk/government/publications/children-missing-education>

Child Exploitation

Trafficking: safeguarding children -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Drugs

Drugs: advice for schools - DfE advice <https://www.gov.uk/government/publications/drugsadvice-for-schools>

“Honour Based Abuse” (so called)

Female genital mutilation: information and resources- Home Office guidance

<https://www.gov.uk/government/collections/female-genital-mutilation>

Female genital mutilation: multi agency statutory guidance -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166_HO_FBIS_BN_O_Leaflet_A4_FINAL_080321_WEB.pdf

Health and Well-being

Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England

<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

Medical-conditions: supporting pupils at school - DfE statutory guidance

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Mental health and behaviour - DfE advice <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> **Online**

Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Private fostering

Private fostering: local authorities - DfE statutory guidance

<https://www.gov.uk/government/publications/children-act-1989-private-fostering> **Radicalisation**

Prevent duty guidance- Home Office guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>

Prevent duty: additional advice for schools and childcare providers - DfE advice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Educate Against Hate website - DfE and Home Office advice <https://educateagainsthate.com/>

Upskirting

Upskirting know your rights – UK Government

<https://www.gov.uk/government/news/upskirting-know-your-rights>