

# Safeguarding and Child Protection Policy



Date Governor Approval	Date of next review	Notes
October 2021		Including Corona Virus Pandemic Update

## **CORONA VIRUS PANDEMIC UPDATE**

**Please see below**

The Department for Education have released guidance for safeguarding children during the current pandemic, applicable until the 18<sup>th</sup> February 2021. This document can be found at:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>. It is important to note that these guidelines may change from the 18<sup>th</sup> February 2021 at which time this document will be updated as soon as possible.

### **A unified response:**

#### **Role of the DfE and the local authority**

The Department of Education will, via regional school commissioners, continue to support local authorities' crucial responsibilities in maintaining effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need. We still receive weekly briefings from the Lewisham Safeguarding team. The DSL gives any relevant documents to key colleagues and these are then shared as/where necessary with other staff, parents and pupils. **We still have our usual MASH service to report any serious concerns and are still liaising and working closely with Children's Social Care to keep vulnerable children safe.**

### **Our responsibilities:**

More than ever, all staff should re-read our '**safeguarding and child protection policy**' which can be found in the **resources/local policies** section in '**My Concern**'. How we report a concern is exactly the same as before the pandemic. All concerns are still followed up by relevant staff, Steve Gallears (DSL), Shelley Simpson (DDSL), Amanda Harvey {Safeguarding Officer} and Thomas Weddell {Safeguarding Officer}.

It is important to note that remote working has not been 'business as usual' BUT, as more children return, a number of important safeguarding principles remain the same:

- The best interests of children must always continue to come first.
- If anyone in a school has a safeguarding concern about any child they should continue to act immediately. We may come across new disclosures from pupils whilst they were at home. These may be historical or recent. **WE MUST CONTINUE TO FOLLOW OUR NORMAL PROCEDURES.** In addition, we have been in regular contact (remotely) with not only pupils we consider vulnerable but all of our pupils on a fortnightly basis. This means that we have been able to identify any concerns remotely and have acted on any issues or concerns. **Where children are still at home and not attending school, phone calls will continue. Staff should use 'My concern' to inform the DSL if no contact can be made (in a reasonable time frame). This will then alert SSI who will conduct a welfare check on that particular child).**

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The DSL, deputy or a fully safeguarding trained member of staff WILL ALWAYS be available on site during normal school hours. If the DSL is not on site, he can easily be contacted by email, 'My Concern' or telephone. **We have made sure that even more time is allocated to the core team (SGA, SSI, ALE, etc) to be available to support our pupils and colleagues if there are safeguarding disclosures.**

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We will not change our recruitment processes in any way which could potentially allow unsuitable people to enter the children's workforce and/or gain access to children. ALL new staff will still receive a full induction and full vetting procedures. This will be done remotely if necessary.

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Whilst children are working remotely, they should continue to be protected when they are online and we have sent numerous Weduc posts (and also on the school website and newsletters) to parents/carers and pupils to support them with this. In addition, the following organisations can support parents and pupils. *Thinkuknow* provides advice from the National Crime Agency (NCA) on staying safe online. *Parent info* is a collaboration between *Parentzone* and the NCA providing support and guidance for parents from leading experts and organisations. *Childnet* offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support. *Internet Matters* provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world. *London Grid for Learning* has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online. *Net-aware* has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games. *Let's Talk About It* has advice for parents and carers to keep children safe from online radicalisation. *UK Safer Internet Centre* has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

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When children are in school, our IT security and safety protocols are in place and managed by LGFL meaning that if our IT staff were not available (in the short or long term) we can still maintain IT safety. The *UK Council for Internet Safety* provides information to help governing bodies and proprietors assure themselves that any new arrangements continue to effectively safeguard children online. *Internet Matters vulnerable children in a digital world report* may help governing bodies, proprietors, senior leaders and DSLs understand more about the potential increased risks some groups of children can face online. *The UK Safer Internet Centre's professional online safety helpline*, email [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) or telephone 0344 381 4772 provides support for the children's workforce with any online safety issues they face. The *NSPCC Learning website* also provides useful support and training opportunities for professionals.

- The health and safety of all on the school site(s) is still of paramount importance and during this pandemic additional risk assessments and measures have been put in place to mitigate risk (see whole school risk assessment documentation).

- ***The Mental Health and Wellbeing*** of all stakeholders is of even more significance at this time. Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. We have children of critical workers and vulnerable children on site. We must look out for how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. **ALE will have other duties removed from her weekly schedule and will focus on the mental health and wellbeing of both pupils and staff. Please refer to our mental health and wellbeing policy, the school website and Weduc for numerous resources and signposts to useful organisations and websites which can be accessed by us all. We also have mental health first aiders (posters around the school) who will support and signpost as/where necessary.**

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Trinity is committed to safeguarding and promoting the welfare of children and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse (for definitions of abuse, neglect and harm see Keeping Children Safe in Education September 2021 and Appendix 3).

This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils and is in line with the September 2021 "Keeping Children Safe in Education"

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999348/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf)

Together with the "Working Together to Safeguard Children" (December 2020) guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/722305/Working\\_Together\\_to\\_Safeguard\\_Children\\_-\\_Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)

Trinity recognises and acts upon the legal duties set out in the relevant statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to abuse.

This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Trinity School's Local Children's Safeguarding Board (Lewisham).

This Policy is addressed to all members of staff, parents, volunteers and visitors at Trinity. Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff, volunteers or governors are working with pupils including where this is away from the School, for example at another institution, school visits and trips, sporting and cultural activities.

Please see Appendix 1 for Volunteer Induction Pack (Primary Phase) and Appendix 2 Child Protection- Parent Guidance (Secondary Phase)

This Policy is available to all parents, staff and volunteers on Trinity's website. A paper copy of this Policy is also available to parents upon request to the School office.

Pupils are made aware of how to keep themselves safe through safeguarding posters around the school, whole school workshops and there are opportunities that are built within the curriculum.

### **Purpose of the Policy**

Trinity recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures as outlined below:

- Anti-Bullying
- Behaviour Management
- Information Sharing and Consent (GDPR)
- Health and Safety and Lockdown
- E-safety and ICT
- Safer Recruitment
- Allegations against staff members
- Staff Code of Conduct
- Whistleblowing
- Positive Handling and use of reasonable force
- Equalities
- Mental Health and Wellbeing

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised. All staff may raise concerns directly with Children's Social Care Services (MASH). Any safeguarding concerns about adults in the school should be made to David Lucas (Executive Head Teacher) or Steve Gallears (DSL).

Pupils who are "Children who are looked after" by the local authority are supported by the LAC coordinator who liaises with the Designated Safeguarding Lead or Safeguarding Officer who hold the information on their social worker and works closely with the Carer.

Trinity is committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our School.

Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

Trinity has systems to:

- Prevent unsuitable people working with pupils
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Promote safe practice and challenge poor practice and unsafe practice
- Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm (by providing guidance on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication).

Trinity will notify the LA designated officer of any safeguarding issues affecting a pupil, member of staff, volunteer or governor within one working day of the issue occurring.

Our aims are to:

- create an environment in our School which is safe and secure for all pupils
- encourage our pupils to establish satisfying relationships within their families, with peers and with other adults
- encourage children to develop a sense of autonomy and independence
- work with parents to build their understanding of and commitment to the welfare of all pupils.

In order to fulfil these aims the Executive Head teacher and Safeguarding Leads will take the necessary steps to ensure that:

- all staff and volunteers receive training in Safeguarding Children as part of their induction policy
- all staff, and volunteers receive updated safeguarding training every year.
- all School staff keep themselves updated and fully understand safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.
- all School staff are alert to signs of abuse and neglect (appropriate to their role) and all staff should know to whom they should report concerns or suspicions

This Policy is compatible with and meets all applicable requirements of our Local Safeguarding Children Board (LSCB). We ensure that we have positive communication with our LSCB to ensure compliance with any changes in local protocol and access to relevant support.

## **Roles and Responsibilities**

### **The Governors**

- The Governors are ultimately responsible for safeguarding at the school.
- The Governors have delegated the responsibility for safeguarding at the school to the Executive Headteacher.
- The Governors will monitor and quality assure the safeguarding and child protection activities of the school.

### **The Executive Headteacher and Head of School (Primary Phase)**

- They will ensure that the school has a child protection policy and procedures in place that are in accordance with national and or local guidance and locally agreed inter-agency procedures, and that the policy and procedures are made available to parents and other stakeholders on request.
- Operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with students.
- Has procedures in place for the prompt induction of staff and volunteers in relation to all safeguarding and child protection policies and procedures relevant to the school.
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. Allegations against the Executive Headteacher shall be referred to the Chair of Governors.
- In both phases, has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to take responsibility for child protection and safeguarding and they are suitably trained and sufficient resources and time are allocated to enable the DSL ad DDSL to discharge their responsibilities.
- Provides appropriate safeguarding training for all staff every 3 years and annual refreshers and updates.
- Remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- All processing and sharing of personal data of the child will be undertaken in accordance with data protections principles as detailed in the school's Data Protection Policy.
- Reviews the policy and procedures annually and these are implemented by the school.

### **Designated Safeguarding Lead (DSI ) and Deputy Designated Safeguarding Lead (DDSL)**

The DSL and DDSL will be responsible for the following:

## Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies.
- refer cases of suspected extremist behaviour to Prevent.
- act as a source of support, advice and expertise within the school.
- liaise with the Executive Headteacher or Head of School in circumstances where the Executive Headteacher or Head of School is not the DSL or DDSL, to inform them of any issues and ongoing investigations and ensure there is always cover for this role.

## Training

- recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral.
- have a working knowledge of the LSCB Procedures, completion of referral paperwork, the conduct of a child protection case conference and be able to attend and contribute to these.
- understand the key purpose of listening to the young person, to secure the young person's narrative.
- understand and be able to initiate early intervention services.
- understand the threshold process for Child in Need.
- ensure that all staff have access to and understand the school's child protection policy.
- ensure all staff know how to use our online safeguarding system 'My Concern'
- ensure that all staff have induction training and maintains a record of all training undertaken by staff (via 'My Concern').
- keep detailed accurate secure records (Via My Concern) of reported concerns and the outcomes.
- obtain access to resources and attends any relevant or refresher training courses at least every two years, including specialist training and updates from the LSCB.

## Raising Awareness

- ensure the child protection policy is updated and reviewed annually
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the school in this
- where a child/ young person leaves the school, ensure that information is passed to the new school prior to them starting if possible and that any files are transferred to the new school separately from the main student file as soon as possible.
- If a child goes missing or leaves to be educated at home, then the child protection file should be copied and forwarded to the relevant named Social Worker
- where the parents inform the school that they wish to elect for home education, the Local Authority is alerted in order that they can endeavour to undertake a home visit to discuss this with the parents



- appoint at least one person to deputise, who has also attended the appropriate higher level training with the LSCB.
- ensure that members of staff who come into contact with child protection issues are supported.

### **Staff and Volunteers**

It is the responsibility of all staff and volunteers to:

- fully comply with the school's safeguarding and child protection policies and procedures and inter- related policies
- attend appropriate training, at least every 3 years
- inform the DSL or DDSL of any of the following concerns (in person if urgent and normally via My Concern)
- any suspicion that a child or young is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child or young person may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child or young person is presenting signs or symptoms of abuse or neglect
- any significant changes in a child or young person's presentation, including nonattendance
- any hint or disclosure of abuse from any person
- any concerns that the child or young person has fabricated or induced illness
- any concerns that the child or young person is a victim of Faith abuse
- any concerns that the child or young person is at risk of forced marriage
- any concerns that a child is at risk from gangs and youth violence
- any concerns that a child or young person is at risk of, or has been through, Female Genital Mutilation (FGM)
- any concerns that a child or young person is at risk from people trafficking
- any concerns regarding person(s) who may pose a risk to children or young people (e.g. living in a household with children present).
- Any concerns about peer on peer abuse.
- **NOTE: this list is not exhaustive and training is provided yearly on local issues. The local context is key to any successful safeguarding strategy and procedures.**

## **Responding to Disclosures of Abuse**

Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions.

The role of the staff or volunteer is to listen, record and report; not to investigate.

If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise.

### **Immediate Response**

If a disclosure is made, the member of staff or volunteer should:

- allow the pace of the conversation to be dictated by the pupil
- ask neutral questions which encourage the pupil to talk such as “can you tell me what happened?”
- accept what the pupil says and do not ask for further detail
- acknowledge how hard it was for them to tell you
- note carefully any clearly visible external signs of possible injury or neglect
- reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Teacher) and why.

The member of staff or volunteer **should not**:

- burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”
- interrogate or pressure the pupil to provide information
- ask any potentially leading questions such as those that start with the words, how, what, when, where and why
- undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/ neglect
- criticise the perpetrator, this may be someone they love
- promise confidentiality
- make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not make promises about confidentiality**. Staff must tell the pupil sensitively

that they have a responsibility to tell the named Designated Safeguarding Lead so that the child can be helped to stay safe and feel better.

In every case, the staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent. If the pupil does not consent, the staff/volunteer should explain that they need to share the information with the Designated Safeguarding Lead and reassure them that the information will only be disclosed to other people who need to know.

Trinity recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

Trinity will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the school and encouraging self-esteem and self-assertiveness through the curriculum and through relationships.

In doing so, Trinity will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

### **Recording Information**

- make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said, not assumption or interpretation. Notes must be signed and dated
- clearly distinguish between fact, observation, allegation and opinion  if needed, record observed injuries and bruises on a body map  note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”)
- Log on securely and privately to ‘My Concern’. Complete all appropriate boxes and then send to the DSL. ***NOTE If urgent, please see the DSL or DDSL in person as soon as possible. A flow chart of this can be found in the staff handbook.***
- appreciate that their records may be used in criminal proceedings or disciplinary investigations.

### **Reporting to the Designated Safeguarding Lead**

Any urgent concerns about pupils must be discussed with or referred to the DSL/DDSL as soon as possible and at latest by the end of the school day.

Where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to the local Social Services Department (MASH) within 24 hours.

### **Allegations against staff**

The School has a separate policy for handling allegations made against staff and/or volunteers which adheres to the government guidance ‘Safeguarding Children and Safer Recruitment in Education’ which the School will follow. The policy aims to strike a balance between protecting pupils from abuse and protecting staff and volunteers from false allegations. What follows is a summary of that policy.

- Where a child protection related allegation or cause for concern is made against a member of staff, the matter should be reported immediately to the Executive Headteacher, Head of School (Primary) or the DSL.
- Where a child protection related allegation or cause for concern is made against a volunteer, the matter should be reported immediately to the DSL/DDSL.
- Where a child protection related allegation or cause for concern is made against the Executive Headteacher, the person receiving the allegation should immediately inform the Chair of Governors and must not notify the Head.
- A decision whether or not to suspend a member of staff or volunteer will be taken by the Executive Headteacher following consultation with the Governing Body and the relevant authorities, or just the governing body if the allegation is against the Head. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case.
- In considering the available options, including redeployment of the member of staff or volunteer, the Governing body and the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation.
- Where we cease to use the services of any person (staff member (including agency staff), peripatetic teacher, volunteer or any other person) because it is considered that the person is unsuitable to work with children, a report will be made to the Independent Safeguarding Authority (ISA) promptly and in any event within 28 days.
- Where required to do so, we will provide information requested by the ISA in respect of a referral under the Vetting and Barring scheme.

### **Referring Pupils to Social Services**

The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions must only be taken by the Executive Headteacher, Head of School or by the Designated Safeguarding Lead or their Deputy who will liaise with the Executive Headteacher as appropriate, following consultation as appropriate with the local Social Services Department (MASH).

Subject to the above, the consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.

Where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead or their deputy will report the disclosure to the local Social Services Department within 24 hours.

In the event of Trinity making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Safeguarding Lead or their deputy should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Safeguarding Lead or their deputy should be prepared to contribute to the strategy discussion.

Social Services are required to acknowledge written referrals within one working day. If the School has not heard from Social Services after two working days we will contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the School has spoken should be kept.

Trinity is also part of 'Operation Encompass'. We have a secure log in and are informed of any domestic abuse in a household of any of our pupils. If we receive a notification we contact MASH immediately to ascertain further information and then take the appropriate steps to keep the pupil(s) safe.

### **Monitoring and Review**

The working of this Policy will be monitored by the Designated Safeguarding Lead in the School and will report as required to the Executive Headteacher.

The Governing Body will undertake an annual review of the School's safeguarding policies and termly review their procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that the School is continuing to provide the very highest standard of safeguarding possible.

Any deficiencies or weaknesses identified in this Policy or in any of Trinity School's child protection arrangements will be remedied without delay.

**Appendices**

**Appendix 1:**

# Volunteer Risk assessment

## TRINITY VOLUNTEER RISK ASSESSMENT PACK



**CODE OF CONDUCT**

**Name:**

**HEALTH AND SAFETY**

**Purpose of volunteering:**

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**Volunteering arrangement:**

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**I have read and understood all elements of the induction pack.**

**Signed:-----**

**Date:-----**



**Checked by:**.....-

# CODE OF CONDUCT

Below we have outlined the key points which should be taken into consideration when volunteering at the school.

## Dress Code:

- Please dress appropriately and respectfully for working with young children.
- Please do not wear any clothes that contain provocative or inappropriate slogans.

## Use of mobile phones

- Mobile phones are **not permitted** when working with children.
- If you do need to check your phone please do this at the front desk.

## Lunch and break times

- Parent volunteers/students are **not permitted** to use the staff room during lunch and break times.

## Behaviour Management Policy

- As a school we believe in Restorative Justice. We believe people can sometimes make the wrong choice and that everyone should be given the chance to put that right and be forgiven.

We have a shared language at Trinity that is embedded across the school which may support you when working with a child.

Praising positive behaviour	Supporting children to make the right choice
"Great effort, you can have.....House points."  "That is fantastic, you can move your name to Gold."  "Wow, you are a terrific Trinitarian."	"I know you are going to make the right choice!.  "How could we put this tight?".  "I would like to give you a House point, shall we try this again?"



## HEALTH AND SAFETY

Below we have highlighted the key Health and Safety points that should be followed when volunteering at the school.

- Hot drinks should not be carried around the school unless they are in a container with a lid.
- All accidents (both child and adult) must be recorded and the correct procedures followed. Please see the attached flow chart for guidance on how to report an accident.
- There is a Medical room on the ground floor of the Primary that holds an accident log that must be filled in if an accident occurs.
- All accidents that occur in the Secondary site should be reported to the school office where the appropriate paperwork will be filled out.
- If a child has an accident while working with you please report to the school office immediately.
- If the fire alarm sounds while working with a child please go to the nearest fire point and exit the building immediately and go to the designated place for your class.
- If you see a hazard please report this to a Premises Officer or the Facilities Manager immediately.
- If you cannot find either member of staff please report to the main office.
- If you have any further queries or questions please see Mr Gallears (Safeguarding Lead Secondary site), Ms Simpson (Deputy Safeguarding Lead Secondary site), Mr Watling (Facilities Manager Secondary site) or Mr McEvilly (Premises Officer Primary site).

# Child Protection – Staff Guidance



2021-2022

## Safeguarding

Key Personnel:

Secondary site

Designated Safeguarding Lead – Steve Gallears Ext 223

Deputy Safeguarding Officer – Shelley Simpson Ext 207

Clare Shobbrook – Safeguarding Officer Ext 217

David Lucas – Safeguarding Officer Ext 216

### **Primary Site**

Safeguarding Officer – Amanda Harvey

Safeguarding Officer – Thomas Weddell

Designated Safeguarding Governor – Juliet Evans & Lucy Alderson

In the event of a safeguarding concern please share this information as quickly as possible with Mr Gallears or Ms Simpson.

**The full Trinity Safeguarding Policy can be found on the school website**

### **Child Protection**

Keeping Children Safe in Education September 2021

Working Together to Safeguard Children 2020

Trinity Safeguarding Policy

### **Role of Designated Teacher**

- Dealing with CP issues, including individual cases
- Providing advice and support to staff
- Liaising with LA and working with other agencies
- Be of sufficient status to be able to commit resources and direct staff
- Have a named Deputy
- Undertake refresher training every 2 years

**Specifically the Designated Teacher is responsible for:**

- Arranging training for colleagues
- Producing internal child protection procedures for use by all staff, including volunteers consistent with Lewisham Children Safeguarding Board
- Ensuring all staff, including agency and non-teaching staff, are kept up to date with current procedures
- Providing advice and support to staff on child protection matters
- Referring concerns to Children’s Social Care immediately
- Maintaining accurate and secure Child Protection records
- Monitoring the attendance and development of pupils who are subject to a Care Plan

**All Teachers**

- Be alert to signs and symptoms of abuse
- Recognise when a pupil may be about to make a disclosure
- Know to whom to refer their concerns
- Recognise when a pupil may be forming an inappropriate attachment/infatuation (including with a member of staff of the same sex) and that this should be treated as a safeguarding matter.
- Use only reasonable force to restrain students “under certain circumstances”, and only in line with school policy. The only circumstances where “reasonable force” may be employed as to restrain a pupil are where staff, pupils are in danger or there is a risk of damage to property.

**All staff need to be aware that:**

- It is an offence for a person over 18 to have a sexual relationship with a child under 18, where that person is in a position of trust in respect of that child (ie. Teachers, member of support staff, premises/cleaners, catering team, invigilators, mid-day supervisors, Governors, regular volunteers etc) – even if the relationship is consensual (Sexual Offences Act 2003).
- They may be vulnerable to allegations if involved in a one to one situation with a pupil and should take reasonable steps to safeguard themselves (for example working by the open classroom door and letting another member of staff know what you are doing)
- That they have the right to use physical force to restrain a pupil, in certain circumstances but they are vulnerable to allegations of abuse being made against them.

### **What to do if a pupil confides in you – Your responsibilities**

- As a worker in a professional capacity you will be seen by the pupil as being in a position of trust and influence. You are well placed to recognise if a pupil is being abused at home or in the community.
- Your responsibility is not to decide if a child is being abused, that is the responsibility of the Child Protection professionals. **Your responsibility is to act on your concerns.**

### **If a pupil starts to confide in you:**

1: Tell them you may not be able to keep it confidential and ask if you can take notes.

2: Allow the pupil to speak without interruption and take it seriously; note the time.

3: Reassure them, tell them they are brave for talking to you.

4: Stay calm – they have chosen you as the person they trust.

5: Do not ask any direct questions (you are not taking a statement or coaching the pupil).

6: Actively listen (maintaining eye contact) and keep listening even if you find what's being said difficult.

- When they finish speaking, ask if there is anything else they want to say, if they have told anyone else and then:

**Explain that you are going to talk to another member of staff about  
what they have told you because you are concerned by it**

**Ask if they are happy to go back to lessons or want  
Some time to reflect on what they have discussed with you**

**Note: This also applies to suspected abuse/concerns as well as disclosed.**

Following the disclosure, make detailed notes of what you have been told – Only use their language in your notes (if they use slang then you write the slang down). These notes need to be accurate.

- Speak to Safeguarding staff ASAP, before the end of the school day. If this not possible, contact the relevant Head of Year. You must not investigate.
- Follow up with an email with the details on a password protected attachment to Steve Gallears or Shelley Simpson as soon as possible (the same day).
- On no account contact or confront the alleged abuser.
- Get support for yourself if you have been affected by what you have been told (Worklife support 0800 856 148).

***If you have serious, immediate concerns for a pupil, which cannot wait for discussion with a member of the Safeguarding Team, call Child Line 0800 1111 (also good for the pupil to have this number ) or make a referral to the MASH (Multi Agency Safeguarding Hub) team for Child Protection in the relevant Borough. Lewisham MASH Team: 0208 314 9181. In an emergency call the Police 101 or 999.***

**Safeguarding is about keeping adults safe as well as our pupils**

**Do not give pupils or families your personal contact information (mobile phones, personal email address).**

**Never make pupils or their families friends on Facebook or similar Social Media sites.**

**Never be followed on a personal Twitter account.**

**When in a one to one situation always work by the open classroom/office door**

## **Appendix C**

### **Indicators of abuse and neglect and other key definitions**

**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 by another child or children.

**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 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Safeguarding issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education

and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

**Other safeguarding issues all staff should be aware of include:**

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos, taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

### **Female Genital Mutilation (FGM)**



Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

### **Mental Health**

All staff should 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. Education 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

### **Peer on peer abuse (child on child)**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

### **Serious violence**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults and county lines.

