



Statutory Policy

Safeguarding and Child Protection Policy

Trinity School Belvedere

TRINITAS ACADEMY TRUST

This policy supports the Trinitas Principles as outlined below;

We will share responsibility for all of the children in all of the schools.

We will recruit high quality staff because the quality of Trinitas Academy Trust is determined by the quality of those who work within it.

We will value our staff by respecting their professional competence, through robust monitoring, challenge, and support and by rewarding them for their contribution to Trinitas Academy Trust.

We will ensure outstanding achievement for children and staff by being strategic, aspirational and not afraid to innovate.

We will teach our children through a curriculum that engages and motivates them, celebrates success, meets their individual needs and prepares them for the future.

We will provide the best possible learning environment, which is inspiring for both pupils and staff.

We will ensure that the systems within the Trust and the organisation of the Trust are coherent, robust and offer best value for money.

We will be wholly committed to promoting the Anglican Ethos of the Trust by being distinctive yet inclusive.

We will hold true to our values and aspirations, without compromise.

Aim: To protect and safeguard children
Policy Owner: Trust Safeguarding Lead
Audience: All stakeholders
Copies are available: <i>Website and school office</i>
Approved by Governors: November 2019
<i>Updated January 2020 with new LADO</i>
<i>Updated February 2020 with Designated Safeguarding Lead and CPO's roles page 6 and Appendix B page</i>
<i>Updated June 2020 with new LADO</i>
Date Agreed by Trustees: March 2020
Review Date: November 2020

Our 'Named Governor' with special responsibility for child protection is Lynne Wainwright.

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Contents	Page
Linked Policies, Quality Assurance Statement, Introduction, Policy Statement, Equality Statement, Safeguarding Partners –S.H.I.E.L.D, Ofsted's New Education Inspection Framework 2019	3-6
Part 1	
Procedures, Definition of Significant Harm, Definition of Child in Need, Definitions of Abuse, Early Help	6-10
Contextual Safeguarding, Peer-on-Peer Abuse, Serious Youth Crimes, Gangs, County Lines, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Money Mules, Trafficked Children, Grooming, Witchcraft, Spirit Possession, Female Genital Exploitation (FGM), Forced Marriages Honour Based Violence (HBV), Prevent, , Child on Child Violence and Sexual Harassment, Racism, Homophobia, SEN-D e Domestic Violence (DV), Children and the Court System, Children with Family Members in Prison, Mental Health, Self-Harm, Suicidal Ideation or Suicide, Homelessness, Fabricated illnesses (FI)	11-17
Pupils who disclose Abuse, Child's Wishes, Responding to a child making an allegation of abuse, Working together with Parents to better safeguard children, Possible signs & symptoms of abuse, What to do if you suspect abuse may have occurred, Record Keeping, Transferring files from school to school.	17-19
Part 2; The Management of Safeguarding	
Board of Trustees and Local Governing Body (LGB), Designated Safeguarding Lead role	20-21
Confidentiality sharing, The seven golden rules to sharing information	21-23

Looked after Children, Virtual Schools, Private fostering arrangements or host families, Children absent from school, Children who go missing from school, Taking children off roll, Admissions, Alternative Provision, Restraint, Online safety, Curriculum, Mobile Phone, BYOD.	23-26
Part 3: Safer Recruitment	
Recruitment and appointment of workers and volunteers, Support and Training	26-28
Part 4: Allegations of abuse against a member of staff, other worker or volunteer	
Whistle blowing, Managing allegations against staff, other worker or volunteer, LADO, Supervisory arrangements for the management of out of schools hours activities	28-30
Part 5: Child on Child Sexual Violence and Sexual Harassment Including 'Upskirting'	30-31
Additional Information and Procedures	
Additional Support plans, First Aid and administration of medication, children with chronic medical conditions, First Aid and administration of medication, searching, screening and confiscation, Restraint and reasonable force, Exclusion, Premises and site security, registered sex offenders, risk assessment	31-33
Summary for school prospectus/handbooks etc.	33
DfE's Keeping Children Safe In Education's information (Appendix A)	33
Making contact with other agencies (Appendix B)	34-36
Guidelines if a child goes missing (Appendix C)	37
Online Safety guidelines for parents/carers (Appendix D)	38
Disclosure by a child attending the Pupil Support Centre HUB (Appendix E)	39
Legislation and Reference (Appendix F)	40

Linked policies include: Accessibility Policy, Admissions Policy, Anti Bullying Policy, Attendance Policy, Behaviour Policy, Central Record of Recruitment and Vetting Checks, Code of Conduct Policy, Complaints Policy, Data Protection and GDPR Policy, Educational Visit Policy, EYFS Policy, First Aid Policy, Health and Safety Policy, Home Visit Policy, Intimate Care Policy, Looked After Children Policy, Online-Safety Policy, Peer-on-Peer Policy, Positive Handling and Restraint Policy, Searching, Screening and Confiscation Policy, Self-Harm Awareness Policy, Sexual Harassment and Sexual Violence Between Children Policy, Risk Assessments, Safer Recruitment Policy, SEN Policy, Supporting Children with Medical conditions Policy, Trinitas Fair Treatment at Work Policy, Visitors Policy, Whistle-blowing Policy, Visitors, Policy, Young Carers Policy

QUALITY ASSURANCE

Trinity School Belvedere will ensure that systems are in place to monitor the implementation of, and compliance with, this policy and accompanying procedures. This will include periodic audits of child protection files and records by the Trust's Safeguarding Leader and Designated Safeguarding Leads.

We will complete an audit of the school's safeguarding arrangements at frequencies specified by Bexley Local Authority and the Local Safeguarding Children Board and use the audit tool section 175A provided by them for this purpose. The School's Senior Leadership Team and the Governing Body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

Introduction

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Safeguarding Children Procedures (September 2019)**. This policy also reflects the requirements of **Working Together to Safeguard Children (July 2018)** and **Keeping Children Safe in Education (September 2018)**. Paragraphs and pages are referenced throughout this policy in regards to the latest statutory <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This includes:

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

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

This policy is relevant to all children and settings. School leaders will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in the Keeping Children Safe in Education guidance, to include reading Part One of the statutory guidance as well as annex A. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The school will also ensure that any settings or provision that children may have access to will have the same rigorous CP policies in place, e.g. as part of Behaviour Support.

Policy Statement

We at Trinity School Belvedere are committed to practice, which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

Aims

We will aim to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.

- Sharing information about concerns with agencies who need to know, and involving parents/carers and children appropriately.
- Carefully following the procedures for recruitment and selection of staff and volunteers.
- Providing effective management for staff and volunteers through support, supervision and training. We are committed to reviewing our policy and good practice annually.
- We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
- Ensure children know they can approach adults employed in the school if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Pupils should be made aware of:

- How to assess risk for themselves;
- Who to talk to if they feel unsafe. There is a safeguarding notice board in the dining hall and posters of all named Child Protection Officers, throughout the school.

Equality Statement

Trinity School Belvedere is committed to promoting equality and preventing discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

Safeguarding Partners (previously known as the Local Safeguarding Children's Board LSCB)

A safeguarding partner: in relation to a local authority area in England is defined under the Children Act 2004 as:

- 1. the local authority**
- 2. a clinical commissioning group for an area any part of which falls within the local authority area**
- 3. the chief officer of police for an area any part of which falls within the local authority area**

Bexley's Safeguarding Partners are known as S.H.I.E.L.D. The name S.H.I.E.L.D. is made up of 6 values or behaviours:

- > Shelter
- > Haven
- > Inspiring
- > Empowering
- > Leading
- > Defending

These will be at the core of the Safeguarding Partner's work

Ofsted New Education Inspection Framework 2019

Ofsted's inspections of early years, schools and post-16 provision will be carried out under the new Education Inspection Framework from September 2019. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective within Leadership and Management judgements. Ofsted publishes specific guidance to inspectors on inspecting safeguarding. [education-inspection-framework](#) and [Inspecting safeguarding in early years education and skills.pdf](#)

The School recognises and will act upon the following key safeguarding issues, the following information can be found in the Keeping Children Safe in Education 2019 guidance – Part 1 and Appendix A:

Part 1: Safeguarding information for all staff

Roles within the Designated Safeguarding Team

- 1) Designated Safeguarding Lead (DSL) (Assistant Principal – Mr Darren Heimsath) – overall responsibility for safeguarding and Designated Teacher for LAC
- 2) Deputy Designated Safeguarding Lead – Assistant Principal - Mrs Kathryn Frawley, leads on attendance
- 3) Miss Samantha Pollitt Assistant Designated Safeguarding Lead and Head of Year
- 4) Child Protection Officers Miss Polly Lorraine, Head of Year and Miss Gemma Cavanagh – both are part of the pastoral team and cover attendance including, daily attendance checks, EWO, Persistent Absenteeism, late gate, end of day gate
- 5) Mrs Lynda McMahon – Head of Year

Procedures

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust, such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions, in respect of a child, are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will decide whether the Common Assessment Framework approach should be considered.

We will follow the procedures set out by London Child Protection Procedures Safeguarding Partners and take account of guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead for child protection who has received appropriate training and support for this role. This will be a member of the Senior Leadership Team of the School (but not the Principal).
- Ensure we have a nominated Governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the designated senior person responsible for child protection and their role. New members of staff are informed who the Designated Safeguarding Lead is when joining the school and part of Inset is dedicated to reminding staff of school procedures for reporting concerns. Trinity school also supply half termly mop-up sessions for staff that may join mid-year.
- The Designated Safeguarding Lead will undergo updated child protection training every two years.

- All staff members should undergo child protection training, which is updated annually.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection.
- Notify social care **immediately** if there is an unexplained absence of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences. (If it proves impossible to send a representative a written report should be submitted to the child protection conference chair person.)
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in secure locations. Pupils main files have colour coded labels to denote safeguarding category.
- Ensure that if a child made a child protection disclosure whilst on a school trip or on an off-site activity all protocols would follow as if in school and there is no delay in reporting to either the Designated Safeguarding Lead, his deputy, the Trust Safeguarding Lead or the Child Protection Officers.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Follow Local Authority procedures where an allegation is made against a member of staff or volunteer. This includes informing the LADO.
- Ensure safe recruitment practices are always followed.
- Ensure that when a child transfers to another school the Designated Safeguarding Lead will delegate one of the Safeguarding Team of the receiving school to inform them that there are concerns.
- Ensure safe recruitment practices are always followed.

Definition of Significant Harm

The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm.

Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include, "for example, impairment suffered from seeing or hearing the ill treatment of another".

Suspensions or allegations that a child is suffering or likely to suffer Significant Harm should result in an **Assessment** incorporating a **Section 47 Enquiry**

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.

Child In Need (CIN)

"A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989".

(Definition from Section 17 of the Children's Act 1989)
<http://www.legislation.gov.uk/ukpga/1989/41/section/17>

Definitions of Abuse

These definitions are based on those from Working Together to Safeguard Children 2018 & London Safeguarding Children Procedures.

Physical Abuse

PHYSICAL ABUSE MAY TAKE MANY FORMS E.G. HITTING, SHAKING, THROWING, POISONING, BURNING OR SCALDING, DROWNING OR SUFFOCATING A CHILD:

- It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Emotional abuse

EMOTIONAL ABUSE IS THE PERSISTENT EMOTIONAL ILL TREATMENT OF A CHILD SUCH AS TO CAUSE SEVERE AND PERSISTENT EFFECTS ON THE CHILD'S EMOTIONAL DEVELOPMENT, AND MAY INVOLVE:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger - e.g. witnessing domestic violence
- Exploitation or corruption of children
- Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone

Sexual abuse

SEXUAL ABUSE INVOLVES FORCING OR ENTICING A CHILD OR YOUNG PERSON TO TAKE PART IN SEXUAL ACTIVITIES, WHETHER OR NOT THE CHILD IS AWARE OF WHAT IS HAPPENING AND INCLUDES PENETRATIVE (I.E. VAGINAL OR ANAL RAPE OR BUGGERY) AND NON-PENETRATIVE ACTS. IT MAY ALSO INCLUDE:

- Non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways, including Sexting.

Neglect

NEGLECT INVOLVES THE PERSISTENT FAILURE TO MEET A CHILD'S BASIC PHYSICAL AND/OR PSYCHOLOGICAL NEEDS, LIKELY TO RESULT IN THE SERIOUS IMPAIRMENT OF THE CHILD'S HEALTH AND DEVELOPMENT. THIS MAY INVOLVE:

- Failure to provide adequate food, shelter or clothing. Failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

The government publication is available on line

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

A distinction can be made between '**wilful**' neglect and '**circumstantial**' neglect.

'Wilful' neglect would generally incorporate a direct and deliberate deprivation by a parent/carer of a child's most basic needs, e.g. withdrawal of food, shelter, warmth, clothing, contact with others.

Circumstantial Neglect

There are families within the school who live on very low incomes and as a result may not be able to provide all the basic needs for their children but is not a result of any intentional action by the child's parent/carers.

Circumstantial neglect can be brought to our attention in a variety of ways:

- Parents/carers/child report homelessness

- Family's live in temporary accommodation (which can be in a bad state of repair)
- Other agencies contacting the school, who are supporting families
- A child discloses their living conditions
- A child or parents/carer's appearance
- A lack of food in pack lunchboxes or mouldy food

We can offer early help strategies, including support and signposting for parent/carers to charitable organisations.

Also, in agreement with parent/carers we can inform the Trinity School Chaplin, who will also be able to offer further support for our families through difficult times if they request this.

From the four main categories of abuse, we can confirm that at Trinity School Belvedere the two highest reports from disclosures are of physical abuse and neglect.

Possible Signs & Symptoms of Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of abuse can be found in 5th addition of London Child Protection Procedures (2019). In addition, children with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. Disabled children are three times more likely to experience abuse or neglect than non-disabled peers and looked after children have an additional vulnerability. However, it must be remembered that abuse can occur anywhere in any setting.

Physical Abuse

- Unexplained and so-called "accidental" injuries, burns or bruising
- Improbable excuses or refusal to explain injuries
- Refusal to undress for PE
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive
- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual attention-seeking behaviours
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Itchy or pain in the genital area
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn

- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Stealing food/money
- Poor school attendance
- Compulsive attention seeking

Early Help

We will identify children who may at some time in their lives need early intervention through a level of support from local agencies. Early help is more effective in promoting the welfare of children and means providing support as soon as a problem emerges and not having to react to a bigger issue later on. Early help should be accessible to schools for children from the foundation years through to the teenage years.

Early help can also prevent further problems arising and relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child

Staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs; has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or has returned home to their family from care.
- staff should always speak to the Designated Safeguarding Lead or a member of the safeguarding team.

Parents and carers may make a self-referral if they would like to.

The Designated Safeguarding Lead leads when early help is appropriate. However, staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. <http://www.bexley.gov.uk/earlyhelpandprevention>

Contextual Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials.

We will provide as much contextual information as possible as part of any referral process.

Peer-on-Peer Abuse

We recognise that children are vulnerable to abuse by their peers and make clear that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

All staff are trained to be aware that safeguarding issues can manifest themselves via peer on peer abuse. There are different forms of peer-on-peer abuse. It is behaviour that is intentionally aggravating and intimidating; be it verbal, emotional, physical or sexual, which is conducted by an individual or group. This behaviour includes teasing, taunting, threatening, hitting or extortion. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

We recognise that children who commit peer-on-peer abuse are likely to have considerable unmet needs, as well as posing a significant risk of harm to other children. These children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse or may have problems in their educational development. They may, therefore be suffering, or at risk of suffering, significant harm and are in need of protection themselves.

Therefore, any long-term plan to reduce the risk posed by the alleged abuser must also address their needs. Further guidance can be found at UKCCIS Guidance,

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

www.ceop.police.uk: www.thinkuknow.co.uk: www.nspcc.org.uk

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Serious Youth Violence

Trinity School Belvedere, Senior Leadership Team (SLT) and the Safeguarding Team is aware and vigilant of the impact of serious youth violence including knife and gun crime on individuals. This form of crime is now becoming significant nationally and cases have been reported within Bexley thus affecting local communities. Some youths that resort to violence have themselves suffered trauma and abuse in their lives.

All staff will have opportunities to raise their awareness of signs and indicators through internal and external training. Staff members from Trinity School Belvedere regularly attend the Serious Violence panel meetings.

Gangs

A child who is affected by gang activity or serious youth violence may have suffered or may be likely to suffer, significant harm through physical, sexual and emotional abuse. Potentially a child involved with a gang or with serious youth violence could be both a victim and a perpetrator.

Children at additional risk of becoming involved in gang activity are those who have learning difficulties or disabilities, mental health problems and substance misuse problems as well as those at risk due to family breakdown and trauma. The St Giles trust engages with young people at risk of becoming involved in gang related activities and has worked closely with the school in order to safeguard and educate.

Staff receive awareness training of the associated risks and indicators, which 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/cash or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

County Lines

County lines refer to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. The key to identifying potential involvement in county lines is “missing episodes” – where the victim may have been trafficked for the purpose of transporting drugs. <https://www.childrensociety.org.uk/what-is-county-lines>

Child Sexual Exploitation (CSE)

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. Child Sexual Exploitation Document - February 2017. <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Like all forms of child sex abuse, child sexual exploitation 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; this can still be abuse even if the sexual activity appears consensual;

- include both contact and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through other copying videos or images they have created and posted on social media);
- be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

Child Criminal Exploitation (CCE)

Children who are trafficked, exploited or coerced into committing crimes are victims who are in need of safeguarding and support.

Money Mules

Nationally there are increasing cases of children’s bank accounts being used for criminal activity; this is called ‘Money Mules’ and a ‘Mule account’ is used in order to launder criminal funds. Young people are being approached by criminals or sometimes by people they know and believe they can trust, who obtain the use of bank accounts and pin numbers. This is either done by force or for a financial incentive (cash, mobile or phone credit). This criminal activity is also referred to as ‘deets and squares’.

Even though this is likely to affect older children (i.e. secondary school students) it is important that we report any money mule activity that comes to our attention and refer concerns immediately to either the Designated Safeguarding Lead s or CPOs, who will decide the line of action that needs to be taken. www.takefive-stopfraud.org.uk

Trafficked Children

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. See guidance: [children who may have been trafficked](#)

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be [preventing abuse](#)

Prevent

All Schools have a statutory duty under The Counter-Terrorism and Security Act 2015 and the Statutory Prevent Guidance (2015) to have due regard to the need to prevent people from being drawn into terrorism.

In direct response to the statutory duty Darren Heimsath (Designated Safeguarding Lead) has attended advanced WRAP training including Prevent and Channel awareness. All other staff received the Local Authority's WRAP training to ensure that they gained knowledge and confidence to identify children at risk and be able to challenge extremist ideas and know where and how to refer concerns.

Staff are expected to be vigilant in protecting children from the threat of radicalisation and refer any concerns to the Designated Safeguarding Lead. Any concerns around extremism and radicalisation will be responded to by the use of our safeguarding procedures and the involvement of external support from the Local Authority and possible referral to 'Channel' and where necessary report to the police directly.

In addition, we will ensure that the child is offered mentoring within the School and we will support children who may be vulnerable to such influences as part of our safeguarding responsibilities.

Everyone (including visiting staff, volunteers, contractors, and pupils on placement) are required to report instances where they believe a child may be at risk of harm that may be viewed to be through extremism or radicalisation.

The Department for Education has a helpline (020 7340 7264). Concerns can also be raised by email to counter extremism@education.gov.uk. Information on how to make a referral through the Channel Panel is available from the [ChannelDutyGuidance](#)

Reference: Prevent Policy

Child on Child Sexual Violence and Sexual Harassment

Any form of sexual violence and sexual harassment is not acceptable and will not be tolerated. Following a report of sexual violence, the Designated Safeguarding Lead (or deputy) will make an immediate risk and needs assessment. Please read Part 5 of this document for more information.

Racism

At Trinity School Belvedere, all members of staff and volunteers have a duty to model and promote behaviour that recognises and encourages racial equality and harmony in every aspect of life. All staff and volunteers are encouraged to be vigilant in recognising the use of racist language, racial stereotyping or any prejudicial behaviour likely to cause or provoke disharmony and/or conflict. Such episodes, when brought to light, are addressed swiftly and sensitively. Incidents of racial abuse or violence will, therefore, be reported to the Senior Leadership Team and Designated Safeguarding Lead, thoroughly investigated and the outcomes recorded in the individual pupil's file.

Homophobia

Any form of homophobic bullying is not acceptable and will not be tolerated at Trinity School Belvedere. Homophobic bullying can involve physical or mental violence by a group or an individual.

All staff and volunteers are encouraged to be vigilant in recognising the use of homophobic language. Homophobic name-calling will always be challenged in the same way that racist or sexist behaviour is.

The most important thing teachers and support staff can do is to strive to create a positive, open, tolerant ethos. If a homophobia incidence occurs this will be addressed swiftly and sensitively and reported to the Senior Leadership Team and Designated Safeguarding Lead and the outcome recorded in pupil files. Polly Lorraine is trained to deliver awareness training in respect of Lesbian, Gay, Bisexual and Transgender (LGBT) and the prejudice that they may experience.

SEN-D

Children with Special Educational Needs or Disabilities are more vulnerable to abuse and staff are trained to be vigilant of the signs of abuse for those pupils with SEN-D.

These children may be more prone to peer group isolation than other children; they may require extra support through the School's inclusion team to address any additional challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Witchcraft

Witchcraft refers to the belief that supernatural or magical powers will be used to inflict harm upon members of a community or their property, or for the purpose of healing.

Spirit Possession

Spirit possession is the belief that spirits, gods, or demons can take control of a human body. See guidance: [Abuse linked to Faith or Belief](#)

Female Genital Mutilation (FGM)

It is recognised that some female children in our School may be at risk of being subject to Female Genital Mutilation (FGM).

FGM is defined by the World Health Organisation as:

All procedures, but not therapeutic or essential surgical operations, which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic procedures.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, females from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani.

FGM is considered a cultural norm by some communities around the world and some also consider FGM necessary for religious reasons. We will always challenge such abusive cultural norms as the welfare and safety of the child is fundamental. Equally, we also recognise that FGM is not endorsed as a religious practice.

It is illegal in the UK to subject any girl to FGM or to take a girl abroad to undergo FGM. We follow the procedures for dealing with cases of FGM as set out in the London Child Protection Procedures.

From a child protection perspective, a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

From October 2015 there has been mandatory reporting of FGM.

The reporting requires that regulated health and social care professionals and teachers (not NQTs) in England and Wales make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

The statutory duty upon the **individual Teacher** is to report to the police (Call 101).

If they think a child is in imminent danger, then 999 must be called. The Designated Safeguarding Lead will support the teacher with the reporting of FGM. Teachers failing to report such cases will face disciplinary sanctions.

Introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act

All other members of staff (including NQTs) who receives a disclosure or is aware that FGM has taken place or maybe imminent must report to the Designated Safeguarding Lead immediately so that they can follow the usual child protection procedures.

Need-to-know: FGM mandatory reporting Factsheet **FGM Statutory guidance**

At Trinity School Belvedere all teaching staff and teaching assistants, office staff, Premises manager and cleaners have received training on FGM.

Forced Marriage

The Anti-social Behaviour, Crime and Policing Act 2014, makes it a criminal offence to force someone to marry. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. **For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.** See guidance: [forced-marriage](#)

So Called Honour Based Violence

So Called Honour Based Violence is defined by the Home Office as a collection of practices, which are used to control behaviour within families or other social groups, to protect perceived cultural and religious beliefs and/or honour, including Female Genital Mutilation (FGM), forced marriage and practices of breast ironing.

Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence.

All forms of HBV are abuse and will be handled and escalated as such. Staff will refer to the designated safeguarding lead. Professionals in all agencies and individual and groups in relevant communities will be alerted to the possibility of a child being at risk of HBV, or already having suffered HBV.

Domestic Violence

Is now commonly **defined** broadly to include "all acts of physical, sexual, psychological or economic **violence**" that may be committed by a family member towards another family member. We are alert to the fact that exposure to this form of abuse may affect a child's emotional and physical wellbeing.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Operation Encompass

Statistics show that in 90% of cases children are present in a household during a domestic abuse incident.

Operation Encompass is the implementation of key partnerships working between the Metropolitan Police (MP), the local authority (LA) and specially briefed Encompass Designated Safeguarding Lead(DSL) within schools about any domestic abuse incident where the child or young person has been present, in order to allow schools to take appropriate steps to support the child during what could be an emotionally difficult day.

Schools will receive the following information:

1. Police have been called out to a domestic incident the day before
2. Time of the incident
3. The name of the child/ren who were present at the time of the incident
4. The child is under 18

This information given to us through Operation Encompass, allows the provision of next day notification to provide immediate silent observation and awareness.

Children and the Court System

There are two age-appropriate guides for children required to give evidence in court: one for 5-11-year-olds

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/708114/ywp-5-11-eng.pdf

12-17-year-olds

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/708093/ywp-12-17-eng.pdf

Children with Family Members in Prison

When parents are arrested or put in jail or prison, their children are often scared, confused and upset. Often, families don't talk about having a relation in prison because it is very personal information. Children, though, may have a lot of questions. If it comes to the School's attention that a pupil's family member is incarcerated we will offer support to the child. In order to monitor the child appropriately, they will be placed on our safeguarding and child protection register and will continue to be after the family member is released. Children's whose parents/carers are in or have been in prison will be monitored and placed on the child protection monitoring spreadsheet.

<https://www.nicco.org.uk/userfiles/downloads/5ad4850cb565e-action-for-prisoners-families-young-peoples-booklet.pdf>

https://www.barnardos.org.uk/what_we_do/our_work/children_of_prisoners.htm

<https://www.familylives.org.uk/about/our-services/action-for-prisoners-and-offenders-families/>

http://app.pelorous.com/public/cms/209/413/570/2193/The_Outsiders_Sent_to_prison.pdf?realName=ZMLLFe.pdf?v=0

Mental Health

Mental Health affects all aspects of a child's development including their cognitive abilities and their emotional wellbeing. Childhood and adolescence are when mental health is developed and patterns are set for the future and this can give rise to long-standing anxiety and stress.

All Trinity School Belvedere staff are responsible for fostering a culture which encourages pupils to openly discuss their problems, including any mental health concerns. Where a concern about a pupil's mental health is identified, the Designated Safeguarding Lead will assess the risks to that pupil's welfare and will consult with the pupil, his or her parents (where appropriate) and other members of staff on a need to know basis to determine appropriate action to be taken to safeguard, support and monitor that pupil. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Self-Harm, Suicidal Ideation or Suicide

Trinity School Belvedere affirms that self-harm and suicidal threats by a child/young person put them at risk of significant harm, and should always be taken seriously and responded to without delay. We will deliver a timely, consistent, proportionate and safe response to presenting self-harm concerns. Self-harm is always a safeguarding issue. It is important to note:

- Self-harming is NOT attention seeking behaviour, it is attention NEEDING behaviour. Self-harm is a way of coping with difficult or overwhelming situations or emotional states.
- Self-harm can take many different forms and as an individual act is hard to define. However, in general, self-harm (also known as self-injury or self-mutilation) is the act of deliberately causing harm to oneself either by causing a physical injury (including, ingesting substances) by putting oneself in dangerous situations and/or self-neglect.
- Self-harm is often thought to be linked to suicide. For some people, self-harm is a coping mechanism rather than a suicide attempt. However, some individuals who self-harm may well go on to complete a suicide attempt and it is therefore important not to dismiss such behaviour as solely attention seeking. In a percentage of completed suicides there will have been a history of self-harm, but only a very small number of children who self-harm go on to attempt or complete suicide

See guidance: Self Harm Awareness Policy

Homelessness

If it comes to the attention of the School that families are homeless, the Designated Safeguarding Leads or a member of the School's Safeguarding team may contact the Local Housing Authority in order to raise concerns. Contact with the Local Housing Authority will not replace referrals to children's social care where a child is being harmed or at risk of harm.

Fabricated illnesses (FII)

Fabricated or Induced Illness by parents or carers (FII) can cause significant harm to children. FII involves a well-child being presented by a parent/carer as ill, or a disabled or ill child being presented with more significant problems than he or she has in reality. This may result in extensive, unnecessary medical investigations being carried out in order to establish the underlying causes of the reported signs and symptoms. The child may also have treatments prescribed or investigations, procedures or operations, which are unnecessary. These interventions can result in children spending long periods in hospital and some, by their nature, may place the child at risk of suffering from harm or even death.

Definition of FII

FII is a spectrum of disorders rather than a single entity. At one end of the spectrum, less extreme behaviours may include a genuine belief that the child is ill or an exaggeration of existing symptoms. At the other end of the spectrum, the behaviour of carers includes them deliberately inducing symptoms in the child. For the purpose of this policy, the behaviours can be broadly divided into the following areas, whilst recognising they are not mutually exclusive:

- Exaggeration of existing symptoms to an extent, which leads to potential harm to the child or significantly affects their day-to-day life.
- Fabrication of signs and symptoms.
- Falsification of hospital charts and records, and specimens of bodily fluids.
- Induction of illness by a variety of means.

If there are any concerns that a child may be experiencing FII, this will need to be referred to the Designated Safeguarding Lead and the normal procedures for child protection must be followed.

Pupils who Disclose Abuse

Speaking with individual pupils that have made a safeguarding disclosure is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations.

Suggested protective measures to consider:

- Ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the discussion:
- Sit in a room where it is possible to be observed through a window or glass-panelled door:
- Do not close the door of the room, if you are not clearly visible from outside the room.

Child's Wishes

Trinity School Belvedere will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Children need opportunities to have their voices heard and when safeguarding children it is important to get this practice right. Children are in a very good position to provide vital information about their own safety and issues featuring in their lives. No child will be ignored and all disclosures and concerns raised by a child will be taken seriously.

Responding to a child making an allegation of abuse

If staff have any concerns about a child's welfare, they should act on them and speak to the Designated Safeguarding Lead or a member of the safeguarding team **immediately**. When reporting and/or handling a concern about a child all staff should act with the utmost discretion. Staff should always listen to a pupil who wants to talk about a concern:

- Stay calm; listen carefully to what is being said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets.

- Allow the child to continue at his/her own pace.
- Ask questions for clarification only and at all times avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said using the child's own words as soon as possible; note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Pass this information on immediately to your Designated Safeguarding Lead or in their absence, Deputy Safeguard Lead, or the Child Protection Officers.

After a child has disclosed abuse, the designated persons should carefully consider the options which include:

- managing any support for the child internally via the school's own pastoral support processes
- an early help assessment; or
- a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm and whether or not it is safe for a child to return home to a potentially abusive situation. On these rare occasions, it may be necessary to take immediate action to contact Social Care and/or the police to discuss putting safety measures into effect.

Working Together with Parents/Carers to Better Safeguard Children

To better safeguard children, parents/carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents/carers (unless to do so could put the child at greater risk of harm) if their child is referred to another agency.

What to do if you suspect abuse may have occurred

The person who identifies a concern should record them in the blue book, giving as much information as possible. Discuss with the Designated Safeguarding Lead or in his absence the deputy, or the Child Protection Officers, what these concerns are and they will advise you on what to do next and what they are going to do.

Management of Children on Child Protection Plan

- If a child becomes, or is subject to, a Child Protection Conference, the Designated Safeguarding Lead will attend or send an appropriate delegate to the conference to share any relevant information.
- If the child is placed on the child protection register, the Designated Safeguarding Lead is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with the child should have sufficient information to support them in their work with that child.
- If a child on the child protection register has an unexplained absence from school on the first day of absence, the Designated Safeguarding Lead will inform the Social Worker.

Record Keeping

DfE guidance says that the Designated Safeguarding Lead should keep detailed, accurate, secure written records of referrals and concerns. At Trinity School Belvedere, the Designated Safeguarding Lead has delegated record-keeping to the Pastoral Team. The Designated Safeguarding Lead will have an overview of this.

These records are kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only to appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

When making a referral, the referrer should keep a written record of:

- Discussions with child
- Discussions with parent/carers
- Discussions with staff
- Information provided to Social Care
- Advice is given and decisions are taken (clearly times, dated and signed)

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

Transferring Files

If a pupil leaves Trinity School before the age of 16 and transfers to another school, sixth form or college, any child protection files will be transferred to the new educational establishment once we have confirmation that the pupil has started.

Child protection files will be placed in a sealed envelope, marked strictly confidential, *to be opened by the addressee only*, for the attention of the Designated Safeguarding Lead. We will request that a confirmation receipt of these files be returned to us.

If we are not able to confirm the pupil's next educational establishment, we will retain the original child protection files of the ex-pupil until they reach the age of 25 and then destroy the information.

GDPR does not specify or change either the way in which schools transfer the Common Transfer File (CTF) and paper records relating to new pupils or when this should be done.

We will ensure that the correct files are sent to the correct educational establishment and in a secure manner.

When making a referral, the referrer should keep a written record of:

- Discussions with child
- Discussions with parent/carers
- Discussions with staff
- Information provided to Social Care
- Advice given and decisions taken (clearly times, dated and signed)

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

Part 2: The Management of Safeguarding

Board of Trustees and Local Governing Body (LGB)

We are required to check whether governors are subject to a Section 128 Direction made by the Secretary of State. A person subject to a Section 128 Direction is not allowed to be a governor.

Board of Trustees and Local Governing Body (LGB)

- The Board of Trustees will review this policy annually and may amend and adopt it in accordance with any new legislation, guidance, or recommendations to enhance the policy further.
- The Board of Trustees and Local Governing Body (LGB) will ensure that the school meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance 'Keeping Children Safe in Education 2019'.
- The Board of Trustees and Local Governing Body (LGB) will challenge the school's Senior Leadership Team (SLT) on the delivery of this policy and monitor its effectiveness.

The Nominated Governor, Mrs Lynne Wainwright is responsible for liaising with the Assistant Principal Mr Darren Heimsath, who is also the Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual children.

The Local Governing Body (LGB) will ensure that:

- We have a Safeguarding and Child Protection Policy in accordance with the procedures of Bexley's Safeguarding Partners (S.H.I.E.L.D.) and national guidance published by the Department for Education.
- We operate "safer recruitment" procedures and ensure that appropriate checks are carried out on all new staff and relevant volunteers.
- They receive a termly report concerning safeguarding at Local Governing Body (LGB) meetings.
- They nominate at least one senior member of the school's leadership team to act as a Designated Safeguarding Lead. The Designated Safeguarding Lead at the time of writing this policy is Darren Heimsath, Assistant Principal. The Deputy Designated Safeguarding Lead is Kathryn Frawley. They attend appropriate Designated Safeguarding Lead refresher training every two years.
- The Principal and all other staff who work with children undertake training at regular intervals as required.
- The Safeguarding Governor receives relevant safeguarding training for Local Governing Body (LGB) including safer recruitment training.
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- A member of the Local Governing Body (LGB) is nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the Principal.

There are new updates for the role of Local Governing Body (LGB). These can be found in the DfE document, <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Designated Safeguarding Lead

The role as Designated Safeguarding Lead is explicitly referred to in that person's job description. The Designated Safeguarding Lead and deputy has been nominated by Trinity School Belvedere Governors to refer allegations or suspicions of neglect or abuse to the statutory authorities.

Darren Heimsath, Designated Safeguarding Lead has received advanced safeguard lead training and specific training including additional risks for children with SEN and disabilities (SEND). He also has stand-alone online safety training, for example, for online bullying, grooming and radicalisation. Child Sexual Exploitation/Trafficking, Forced Marriage/ So Called Honour Based Violence, Witch-Craft and spirit possession, Domestic Violence, and Children Missing From Education. The Designated Safeguarding Lead will ensure that all staff are aware of the importance and impact on a child who is involved in such situations and staff are made clear of the policy and procedures.

The Designated Safeguarding Lead and deputies will be the most appropriate individuals to advice on any safeguarding concerns.

The Designated Safeguarding Leads and CPOs are contactable on their school mobile phones.

Suspicious will not be discussed with anyone other than those nominated above.

The role of the Designated Safeguarding Lead who is also the Designated Teacher for Looked After Children- LAC (and any member of the safeguarding team) is to:

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- Have responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to LAC.
- The Designated Safeguarding Lead will liaise with the Local Authority’s personal advisor to guide and support the care leaver as necessary regarding any issues of concern affecting the care leaver.

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

The Designated Safeguarding Lead or a member of the safeguarding team should make a referral to the Children’s Social Care or the police immediately if it is agreed to do so during the consultation or if there is an immediate risk to the child.

Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential. However,

- The Principal or Designated Safeguarding Lead will disclose personal information about a child to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears 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.

Guidance can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Chapter one of Working Together to Safeguard Children includes a myth-busting guide to information sharing; <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Children Social Care on this point.

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

***See Appendix B 'Making contact with other agencies**

The referral should be made to the Social Care Agency in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough.

A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the London Borough of Bexley). Once the emailed referral has been received. A receipt email confirming this will come through.

The Multi-Agency Safeguarding Hub (MASH) should respond to the referral and contact the Designated Safeguarding Lead or relevant member of the Safeguarding Team within 24 hours.

When making a referral, the Designated Safeguarding Lead or relevant member of the Safeguarding Team should keep a written record of:

- Discussions with child
- Discussions with parent/carers
- Discussions with staff
- Information provided to Children's Social Care
- Advice given and decisions taken (clearly stating times, dates and sign)
- Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days
- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Safeguarding Lead
- The NSPCC can also provide advice as well <http://www.nspcc.org.uk/>
- There is also a NSPCC whistle-blowing helpline number 0800 028 0285

It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the designated nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

Looked After Children (LAC)

At Trinity School Belvedere, we have a 'Designated Teacher for Looked after Children' (Darren Heimsath) who has appropriate training to promote the educational achievement of children who are looked after. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff and volunteers have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The LAC Designated Teacher will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. Our Looked After Children Policy is written with reference to the government guidance.

Virtual Schools

In order to promote the educational achievement and welfare of Looked After Children (LAC), Virtual School Head teachers (VSH) will work closely with the LAC Designated Teacher in order to work in partnership and minimise disruption to the child's education by communicating with the VSH and sharing any relevant information with them. Virtual school heads receive Pupil Premium Plus funding based on the latest published numbers of children looked after in the authority. The Designated Teacher for Looked after Children will work with the virtual school head to discuss how that funding will be best used to support the progress of looked after children in this school and meet the needs identified in the child's personal education plan.

Private Fostering Arrangements or Host Families

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Staff and volunteers should remain alert to, and when it comes to their attention report to the Designated Safeguarding Lead (DSL/CPO), information which suggests a child, is being privately fostered. The Designated Safeguarding Lead /CPO should then notify the Local Authority. Local Authorities are under a legal duty to ensure that the welfare of children who are, or are to be, privately fostered is being satisfactorily promoted and safeguarded, and to secure that such advice as is necessary is given to all concerned with the arrangement. **Private Fostering**

Children Absent From School

The parent/carer is responsible for informing the school of any absence or continued absence either through phone, parent-mail, email or letter. We will require two or three emergency contact number for each pupil. The school will attempt to make contact with the parent/carer if we have not heard from them. Where the absence is for several days without explanation, or the reason provided is unsatisfactory, the absence will be recorded as unauthorised and will be addressed with parents promptly. Schools have a responsibility to report such absence to the local authority after a period of **10 school days** or sooner if appropriate to the Education Welfare Officer and the Children Missing Out of Education (CMOE) team. If the child is on a child protection plan, Children's Social Services will be informed of first day of absence if parent/carers have made no contact. If there are other concerns of the whereabouts of a child, the school may contact the Education Welfare Officer (EWO) for further advice. We may also decide to request a welfare check, which would involve either the EWO or the police visiting the family's home.

Parent/ carers need to be aware that if police cannot ascertain the whereabouts of the child, they may decide to force entry to a home if they deem this necessary for safeguarding purposes.

Children Who Go Missing On/Off School Site

While pupils are in school, we have a responsibility for duty of care to the pupils and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visit, pupils are expected to know details of their destination and of school contacts. Procedures are in place if a pupil should go missing in / out of school (see appendix C).

Taking Children Off Roll

When we are informed that a child is leaving the school we invite the parents to an exit meeting and a form will be completed. This will be signed by the parent confirming what their intention for schooling will be.

If a new school is named we will confirm with them the due date of the child starting and ask that they call us on the first day of admission. The DSL also needs to consider if it would be appropriate to share any information with the new school in advance of a child leaving to ensure appropriate support is in place for when the child arrives.

Where it is not possible to verify such details of new address and/or school, the EWO and Children Missing Out Of Education (CMOE) at the Local Authority will be informed and a child will only be taken off roll once they give authorisation. Where a parent has elected to home-school their child we must be formally notified by letter or email, the Local Authority's home schooling advisor is informed and a child will only be taken off roll once they give authorisation.

Our Attendance Policy is written with reference to the government guidance:

<https://www.gov.uk/government/publications/school-attendance>

Admissions

When parents/carers apply for a place at Trinity School Belvedere, we ask that a supplementary information form is completed which states that we will always contact the named previous school for verification. We will also require at least two-contact numbers and an alternative form of contact e.g. email address of parents. We will also ask the school if any safeguarding concerns need to be shared in order for us to fully support the child once they are enrolled with us.

Alternative Provision

At times we may place a pupil with an alternative provision provider; Trinity School Belvedere continues to be responsible for the safeguarding of that pupil, and will need to be satisfied that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of our own staff. This will be necessary for pupils attending the HUB, New Horizons and Partnership 6th form.

Transporting Pupils

Situations often arise, which require a member of staff to take a pupil home. Staff should be aware of the risks involved in this. No staff should be alone with a pupil whilst driving.

Online-Safety in Trinity School Belvedere

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of Online-Safety do arise as some pupils use the technologies negatively.

- In Trinity School Belvedere, we have robust filters for the internet and a system for monitoring computer usage, which takes screen shots if any word from our 'trigger' list is typed. However, out of School and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering by parents/carers. See **appendix D** for guidelines to support parents / carers.
- Cyber-bullying is unfortunately another area which is growing rapidly. It is different from more traditional forms of bullying. Some pupils have 24 hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures, including sexting, are likely to stay online forever. <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>
- Online-Safety training is held for all staff, governors, pupils and parents.

Governing Bodies and the Board of Trustees should ensure:

- That we have a robust filter for the internet which is constantly reviewed to ensure they effectively filter the internet, without 'over-blocking'. There are arrangements to pro-actively monitor computer usage including internet use, which takes screen shots if any word from our 'trigger' list is typed. If a child is caught viewing inappropriate material on a computer or on their mobile phone via the school system during school hours, they will receive a serious sanction. However, out of school and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering. See **appendix D** for guidelines to support parents/guardians.
- The school is committed to working within the Bexley Safeguarding Partners SHIELD, Combating Bullying Strategy. As with all forms of bullying, the School will deal with this in accordance with the Behaviour Policies, even if the cyber-bullying is happening outside School hours. A referral to the Anti-bullying Project will be made as appropriate. If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the School as soon as possible.

Use of Technology

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles.
- Staff will ensure Bluetooth is disabled when on school premises on all personal mobiles and laptops unless they have an authorisation code in place.
- Communication by email should only be through the school's email system and personal emails must not be shared with children
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow the School's Online Safety policy about access to and use of the internet.

Curriculum

Children are encouraged to learn about keeping safe for both themselves and others. This will be through links to PSHE work, other cross curricular themes, and current issues. Children are encouraged to safeguard themselves by being educated on drugs, alcohol, sex and relationships through PSHE and Assemblies. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes
- Recognise and manage risks in different situations and how to behave responsibly
- Judge what kind of physical contact is acceptable and unacceptable
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- Internet Safety
- Promote British Values - Democracy, the Rule of Law, and mutual respect, tolerance of other faiths and beliefs and individual liberty.

Reference: PSHE Policy and Online Safety Policy

Teachers, when considering and planning any safeguarding related lessons or activities (including online), should discuss with the Designated Safeguarding Lead or Safeguarding Team any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson.

Mobile Phones

Pupils must turn off their mobile phones when entering the school. If a phone is seen, heard, or used during the school day it will be confiscated. Only the parent/carer will be able to collect it at the end of the day.

Part 3: Safer recruitment

Recruitment and appointment of workers and volunteers

Trinity School Belvedere is part of Trinitas Academy Trust and all applicants who apply for a post will be required to complete an application form containing questions about their academic and employment history and their suitability for the role. Curriculum vitae will not be accepted in place of the completed application form.

At each school, at least one person involved in the recruitment process should undertake Safer Recruitment training.

All applicants will be asked to provide two referees, one of whom should be the applicant's current or most recent employer. All applicants shortlisted will have references taken up. References will not be accepted by relatives or friends. References will be sought directly from the referee. Open references and testimonials will not be accepted.

All staff employed through Trinitas Academy Trust engaged in 'Regulated Activity' will be required to undertake an enhanced disclosure via the Disclosure and Barring Service (DBS).

There is a Single Central Record kept in each school detailing every member of staff, members of the proprietor body and volunteers undertaking 'regulated activity'. The 2018 regulations are made under section 75 of the Childcare Act 2006 ("the 2006 act"). They set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the act. Section 76(2) of the 2006 act, provides that a person who is disqualified under the 2018 regulations may not:

- provide relevant childcare provision
- be directly concerned in the management of such provision

All applicants who are invited to an interview will be required to bring evidence of identity, address, qualifications and their right to work in the UK. Trinitas Academy Trust will check the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA).

During the interview, any discrepancies noted from the short listing, including any gaps in employment, will be explored. If the interviewing panel is not satisfied with any explanation given, the applicant will not be successful.

A successful candidate will be offered a conditional offer of employment; this will be subject to a series of checks which are carried out by the HR Department as outlined in the Trinitas Academy Trust Safer Recruitment Policy.

We are now required to check whether applicants appointed to leadership positions are subject to a Section 128 Direction. This is a Direction made by the Secretary of State, which prohibits them from 'engaging in a management role'. We will do this as part of our pre-recruitment checking process.

Supply staff - We will ensure that the agencies responsible for individuals provide written evidence of an in date enhanced DBS, identity and qualifications and this will be noted on the agency paperwork, the date you checked the ID.

During induction for all staff, procedures for Safeguarding Children and reporting concerns are shared.

Contractors - The Principal will ensure that any contractor, or any employee of the contractor, who is to work at the school has been subject to the appropriate level of DBS check.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required.

The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS, and what information must be provided, can be found on GOV.UK. Referrals should be made as soon as possible and ordinarily on conclusion of an investigation, when an individual is removed from working in regulated activity, which could include being suspended, or is redeployed to work that is not regulated activity.

Support and Training

We are committed to the provision of safeguarding training for all our team members. They will receive Safeguarding Basic Awareness Training annually. We also offer mop-up training opportunities for any new members throughout the school year. We have various safeguarding topics that Governors, staff and volunteers will be requested to attend.

In addition to the basic safeguarding training, the Designated Safeguarding Lead undertakes training in inter- agency working that is provided by the Bexley Partners SHIELD, and refresher advanced safeguarding training at 2 yearly intervals to keep their knowledge and skills current, including e- bulletins, meeting with other Designated Safeguarding Leads within the Trust and Bexley's Designated Safeguarding Leads termly network meetings etc.

We are committed to the provision of safeguarding training for all our staff to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at regular intervals.

This will be supported regularly with updates provided by the Designated Safeguarding Lead and the safeguarding team through staff meetings. In addition to this Policy, staff must have read the Part One of the 'Keeping Children Safe in Education (September 2019) and the 'School's Staff Code of Conduct'.

In recruiting and appointing volunteers, we, Trinity School Belvedere as part of Trinitas Academy Trust, will be responsible for the following:

- Safeguarding and promoting the welfare of children and young people and expecting all staff and volunteers within the Trust to share this commitment, in accordance with the Trinitas Safer Recruitment Policy.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.
- All staff employed at Trinitas Academy Trust engaged in 'Regulated Activity' will be required to undertake an enhanced disclosure via the Disclosure and Barring Service (DBS). This is also extended to include volunteers and casual staff who are engaged in 'Regulated Activity'.
- Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.

Part 4: Allegations of abuse against a member of staff, other worker or volunteer

Whistle Blowing

Staff should be aware that children may feel unable to express concerns in an environment where a member of staff fails to act appropriately. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Trust's whistle blowing policy. <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

We follow Trinitas Academy Trust's Fair Treatment at Work Policy

Managing Allegations Against Staff

Any allegation against a member of staff or volunteer working within the trust will be treated seriously. In line with Bexley Child Protection Procedures, allegations will be reported to the Local Authority Designated Officer (LADO).

- Any allegations will be referred by the Designated Safeguarding Lead and the Principal. Trinitas Academy Trust's HR Director and reported to the LADO.
- If an allegation is made against the Designated Safeguarding Lead it must be reported to the Principal and to Trinitas Academy Trust's HR Director and, if necessary, the LADO.
- If an allegation is made against the Principal, it must be reported to the Chair of Local Governing Body (LGB). The contact details of the Chair of Local Governing Body (LGB) are held in the school office. It must also be reported to Trinitas Academy Trust's HR Director and, if necessary, the LADO.
- We will also refer to Bexley LSCB procedures on allegations against school staff, other workers or volunteers for the detailed actions to be taken if, they have behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

As a result of an allegation we will:

- identify a named senior manager responsible for managing allegations.
- ensure the child's welfare is paramount.
- consider the safety and welfare of other children in the class/school.
- ensure that the adult about whom there are concerns is treated fairly and honestly and provided with support.
- ensure all reports or disclosure that indicate that a staff member or volunteer has been accused is fully recorded and is notified to school's HR and where

necessary a consultation with the Local Authority Designated Officer (LADO) is undertaken ensuring that the appropriate action is taken.

- work with the LADO to keep the child and their family fully informed in relation to any investigation and subsequent action.

On conclusion of a case:

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If the nature of the allegation does not require formal disciplinary action, we will instigate appropriate action within three working days.

Where an allegation is substantiated and the individual is dismissed or resigns, schools should consider referring the matter to the Teacher Regulation Agency (TRA) for consideration for a prohibition order.

N.B. It is a criminal offence under the Education Act 2011 to name a teacher who has had an allegation made against them before they are charged by the Police. This includes all stakeholders and parents, and any form of disclosure, i.e. social networking sites, speaking with the press, playground or staffroom discussion etc.

The school can consider as an option reporting to Children Social Care when the Principal is concerned about the welfare of other children in the community following a staff member's suspension.

Reference: Fair Treatment at Work Policy

LADO

Any allegation against a member of staff or volunteer working within the Trust will be treated seriously. In line with Bexley Child Protection Procedures, allegations will be reported to the Local Authority Designated Officer (LADO) If appropriate.

The role of the Local Authority Designated Officer (LADO) is set out in Working Together to Safeguard Children (July 2018). Organisational responsibilities, lays out the procedures for managing allegations against people who work with children, for example, those in a position of trust, including volunteers. The LADO works within Children's Social Care and should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The current designated officer in Bexley social care is Rozelle Uter (Interim). You can contact her through the Multi Agency Safeguarding Hub (MASH) on 020 8303 7777 x4699 or x4739.

LADO referrals should be completed within 24 hours of the incident and sent through to the LADO inbox at LADO@bexley.gov.uk. LADO referral forms can be found on the Bexley partners SHIELD website. workingtogetheronline.co.uk

Remember that disciplinary action is the responsibility of the school but that any decisions should be made in consultation with the LADO and, if involved, the police.

Supervisory arrangements for the management of Trinity School Belvedere's, out-of-school hours' activities:

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines:

- We will keep a register of all children attending our activities.
- We will keep a register of all staff/outside providers (both paid staff members and volunteers).
- Registers will include arrival and departure times.
- Staff/outside providers will record any unusual events on the accident/incident form.
- Written consent from a parent/carer will be obtained for every child attending our activities.
- Where possible staff/outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff/outside providers should not be alone in a closed room with a child.
- Staff/outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/carer, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However, our staff members will be discouraged from this in circumstances where an adult or child are left alone.
- All staff/outside providers should treat all children with dignity and respect in attitude, language and actions.
- Staff/outside providers will be made aware of evacuation procedures that will be practised regularly.

Part 5: Child on Child Sexual Violence and Sexual Harassment

Any form of sexual violence and sexual harassment is not acceptable and will not be tolerated. Following a report of sexual violence, the Designated Safeguarding Lead(or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate, staff).
- action following a report of sexual violence and/or sexual harassment

We will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, and school staff
- contextual safeguarding issues

The Designated Safeguarding Lead will ensure to engage with Children's Social Care and specialist services as required, including the police where appropriate.

Upskirting

Upskirting typically involves "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm". The victim or perpetrator can be female or male. Children or adults can be exposed to this behaviour.

A new law banning this invasive practice came into force in April 2019, across England and Wales and offenders can now be arrested and sent to prison. The criminal offence of 'upskirting' was created under the Voyeurism Act.

Additional information and procedures

Additional Support Plans (Behaviour support)

This includes strategies that help to prevent safeguarding issues in school such as:

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for children who are allocated to a member of staff they can talk to, in regards to issues of concern
- Children may also be referred to external agencies or other professionals
- Children with 1:1 Teaching Assistant support.

Young Carers

Young carers are children and young people under 18 who help to look after a family member who is disabled, physically or mentally ill or has a substance misuse problem. At Trinity School Belvedere we believe that all children and young people have the right to an education, regardless of what is happening at home.

When a young person looks after someone in their family who has a serious illness, disability or substance misuse problem, he or she may need a little extra support to help him or her get the most out of school.

Warning signs

Young carers are not easy to spot and many actively try to conceal their caring role from school life for fear of bullying or outside interference in their families. All of the warning signs below could be indicators of another problem. However, staff noticing these signs should consider asking the pupil if they are helping to look after someone at home.

- Regular or increased lateness or absence
- Concentration problems, anxiety, tiredness
- Under-achievement and late or incomplete homework: may be a sudden unexplained drop in attainment
- Few or no peer friendships; conversely the pupil may get on well with adults and present as very mature for their age
- Victim of bullying, sometimes explicitly linked to a family member's disability, health or substance misuse problem
- Behavioural problems, sometimes the result of anger or frustration expressed inappropriately
- Unable to attend extra-curricular activities
- Difficulties in engaging parents; parents not attending parents' evenings

Children with Chronic Medical Conditions

The Designated Safeguarding Lead is responsible for all children with Chronic Medical Conditions. There may be times when a child with a chronic medical condition will go through a phase where they are too unwell to attend school. In this situation, there will be discussions with the parents and where possible the child's health care professionals. If the child is absent from school, due to their

health condition, the school will consider supplying work home if the absence is for a short amount of time and no other provision can be provided. A Pastoral Support Plan will be put in place for the period of time that the child is unable to attend. The school may also consider a reduced timetable if that would prove beneficial.

If the child cannot return to school for an extended period of time the EWO and Children Missing in Education (CMIE) team will be informed. A referral for the home schooling service may be requested.

Our Supporting Children with Medical Conditions in Schools policy is written with reference to the government guidance:

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

First Aid and Administration of Medication

Any members of staff who administer first aid must be appropriately trained. If an examination of a child is required in an emergency aid situation it is advisable to have another adult present, with due regard to the child's privacy and dignity.

(Reference: First Aid Policy)

Searching, Screening and Confiscation

Searching without consent - Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited/banned item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Including any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

The power to seize and confiscate items

What the law allows:

- Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary action, where reasonable to do so. Referenced in Trinitas Academy Trust's Searching, Screening and Confiscation Policy.

Restraint and Reasonable Force

Definition of reasonable force: 'Reasonable' means 'using no more force than is needed' and that the use of force may involve passive physical contact or active physical contact.

Trinity School Belvedere's policy on restraint by staff is set out separately. The Principal, Simon Godden is lead in this area. If any restraint or use of reasonable force is necessary to keep a child or others safe, a record must be kept following the School's Restraint Policy.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Exclusion

A child who physically or sexually harasses others may be excluded. Please read the Behaviour Policy as it refers to the exclusion process.

Premises and Site Security

All staff members have a responsibility to ensure that our buildings and grounds are secure, and for reporting any concerns that may come to light. The school will not accept the behaviour of any individual, parent or anyone else, who threatens school security or leads others, child or adult, to

feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

Registered Sex Offenders

A person who attends Trinity School Belvedere and is required to register with police under the Sexual Offences Act 2003 is required to notify the school's Designated Safeguarding Lead. The school will require such persons to participate in a risk assessment and written agreement.

Risk Assessment

This is a confidential document which will be shared with MAPPA (Multi Agency Public Protection Arrangements) and the Designated Safeguarding Lead of the school for safeguarding purposes only.

For support, the school may contact the Jigsaw Team, Bexleyheath Police - Main Phone Number – 101.

Summary for school prospectus/handbooks etc.

The Governors of Trinity School Belvedere are committed to safeguarding practices which protect children from harm. This commitment is shared by the staff and volunteers at Trinity School Belvedere. We accept and recognise our responsibilities to develop awareness of the issues which cause children harm. We are supported by London Borough of Bexley in all child protection matters. We have accepted this policy and will implement it. As part of our commitment, we, the governing body of Trinity School Belvedere, will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual basis. We will also make child protection a standing agenda item at all of our meetings and monitor this Policy by replying to reports, from the Principal and staff, tabled at Full Governing Body meetings.

All staff and volunteers have enhanced DBS checks carried out, and Simon Godden the Principal and Darren Palmer, Vice Principal, have successfully completed child protection and safeguarding training.

This policy should be given to all new employees and made freely available to all staff and parents.

Monitoring and Review

This policy should be monitored annually. It will be monitored by the Governing Body, including the Principal, and the Trustees of Trinitas Academy Trust.

APPENDIX A

*All staff should read Keeping Children **Safe in Education DfE document paying particular attention to Part 1 and Annex A in conjunction with this Child Protection Policy.***

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

APPENDIX B

MAKING CONTACT WITH OTHER AGENCIES

For general Safeguarding enquiries or other agencies contact details

<https://www.bexley.gov.uk/sites/bexley-cms/files/Directory-of-Voluntary-Sector-Family-Wellbeing-Services.pdf>

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<u>Contact</u>	<u>Contact Details</u>	<u>Further information</u>
<u>Adoption Fostering Team</u>	<u>0800 783 7699</u> <u>adoptionandfostering@bexley.gov.uk</u>	<u>9 – 5 pm</u>
<u>Bexley Anti-Bullying Project</u>	<u>01322 3566449</u>	<u>9 – 5 pm</u>
<u>Bexley's CSE Team</u>	<u>Hannah.porter@bexley.gov.uk</u>	<u>9– 5 pm</u>
<u>Bexley Complex Needs Manager</u>	<u>020 3045 3600</u>	<u>Disabled Children Service</u>
<u>Bexley Deputy Director – Schools and Educational Improvement</u>	<u>Simon James</u> <u>Simon.james@bexley.gov.uk</u> <u>020 8836 8318</u>	<u>9 – 5 pm</u>
<u>Bexley Moorings</u>	<u>Anne Bennett</u> <u>anne@bexleymoorings.co.uk</u> <u>0208 304 9609</u> <u>0798345758</u>	<u>Bexley Moorings Project works in the London Borough of Bexley to provide effective support for vulnerable young people, with the help of volunteers.</u>
<u>Bexley Emergency Duty Service</u>	<u>020 8303 7777</u>	<u>outside of office hours including weekends</u>
<u>Bexley Head of Virtual School for Looked After Children</u>	<u>Rosemarie Zauber</u> <u>Rosemarie.zauber@bexley.gov.uk</u>	
<u>Bexley Inclusion Manager</u>	<u>Pete Le Bas</u> <u>Peter.lebas@Bexley.gov.uk</u>	
<u>Bexley Inclusion Officer</u>	<u>Connie Kondia</u> <u>Connie.kondia@Bexley.gov.uk</u>	
<u>Bexley Solace</u>	<u>Please refer via our duty line: 0208 301 1536</u> <u>tracy@bexleywomensaid.org.uk</u>	<u>The mission of Solace is to enable and empower women and children experiencing domestic abuse to obtain and sustain a safe living environment.</u>
<u>Charlton Athletic Community Trust</u>	<u>Kim Dixon</u> <u>Kim.dixon@cact.org.uk</u>	<u>CACT delivers programmes through Youth Services; Early Help and Prevention, Social</u>

	<u>07980380708</u> <u>www.cact.org.uk</u>	<u>Action and Enterprise; Equality, Diversity and Inclusion, Education, Health and Sports Development.</u> <u>CACT provides 1 to 1 and group mentoring as well as positive activity sessions, for young people aged 10-17.</u>
<u>CAFCASS</u>	<u>www.cafcass.gov.uk</u> <u>0300 456 4000</u>	<u>Children and Family Court Advisory and Support Service</u>
<u>Child Abuse Investigation Team (CAIT) Police</u>	<u>020 7230 3700</u> <u>8 am – 6 pm or calls outside these hours should be made to 999</u>	
<u>Forced Marriage Unit</u>	<u>020 7008 1500</u> <u>fmufco.gov.uk</u>	
<u>Honour Based Violence Helpline</u>	<u>0800 599 9365</u>	
<u>Multi-Agency Safeguarding Hub</u> <u>Bexley Emergency and out of hours Duty Service</u>	<u>020 3045 5440</u> <u>Michelle Pollard</u> <u>Childrensdutyteam.admin@bexley.gov.uk</u> <u>020 8303 7777</u>	<u>For CP referrals/Family Wellbeing referrals and telephone consultations and referrals for child protection matters. 9 - 5 pm</u> <u>After 5 pm and weekends Bexley works with TG Baynes solicitors to offer free legal advice to DV victims</u>
<u>MIND</u>	<u>Sam or Edelweiss (IAPT)</u> <u>0208 303 5816 (option 1)</u> <u>Carers Support 0208 303 5816 (option 7)</u> <u>Advocacy 020 8303 8932 (option 4)</u>	<u>Provides a variety of outcome-based services to make a positive difference to the Mental Health of the people of Bexley (aged 18+).</u>
<u>NSPCC</u>	<u>0808 800 5000</u> <u>https://www.nspcc.org.uk/preventing-abuse/our-services/nspcc-helpline/</u>	<u>24 HOUR HELPLINE</u>
<u>School Nurse</u>	<u>Maria Rogan</u> <u>Maria.rogan@nhs.net</u> <u>Tuesday - Friday 08.30 - 16.30</u>	<u>Bromley Health Trust</u>
<u>Senior Education Welfare Officer</u>	<u>Penny Grey</u> <u>Penny.grey@bexley.gov.uk</u>	

<u>Targeted Youth Service Team Manager</u>	<u>Julie Hayward</u> <u>Julie.hayward@bexley.gov.uk</u>	
<u>Safeguarding Training</u>		
<u>Liz Hayle</u> <u>Safeguarding Trainer for Trinitas Academy Trust</u>	<u>St Augustine of Canterbury CofE School</u> <u>02083 112956</u>	<u>Working days Monday and Tuesday</u>
<u>CEOPs</u> <u>www.ceop.police.uk</u>	<u>08700 003344</u>	
<u>BSSN Bexley online booking service</u> <u>Dee Springham</u>	<u>020 3045 4055</u> <u>www.bexleyservicesnetwork.co.uk</u>	<u>Local Authority Safeguarding Training</u>
<u>Pascale Berthelett</u> <u>Public Health Advisor</u>	<u>020 8045 3831</u> <u>07815 708483</u>	<u>Wellbeing Advisor</u>
<u>NSPCC</u>	<u>0800 1111</u> <u>http://www.nspcc.org.uk/</u>	
<u>Metropolitan Police</u>	<u>Claire Farrell</u> <u>Claire.L.Farrell@met.pnn.police.uk</u>	<u>WRAP trainer</u>
<u>HR Advice</u>		
<u>Trinitas HR</u> <u>Jan Stoddard</u>	<u>01322 441371</u>	
<u>Local Authority Designated Officer</u> <u>Rozelle Uter (Interim)</u>	<u>020 8303 7777</u> <u>020 3045 3256</u> <u>LADO@bexley.gov.uk.</u>	

APPENDIX C

GUIDELINES IF A CHILD GOES MISSING

While children are in school, we have a responsibility for duty of care to the children and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a child goes missing out of school, the following steps should be taken:

- Gather other children together
- Allocate staff to search immediate area and alert local security
- Contact school to say which measures have been taken
- Ensure that there is good two-way communication established with a range of phone lines
- Notify the police/security
- If a child continues to go missing, send other children accompanied by staff back to school (if possible), in bus, cabs, or asking school to send transport, and additional staff to help search
- School should alert parents and keep them posted
- Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police
- Try to secure radio and TV help.

Ensure all staff are aware of these procedures

On outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are **ON**.

Do not hesitate to alert school when there is a problem.

If a child goes missing in school, the following steps should be taken:

- Let the main office and Principal/most senior member of staff on the premises know immediately.
- One member of staff must go to the perimeter gates immediately.
- One member of staff must go to the roadside to search
- One member of staff must circumnavigate the grounds
- One member of staff must search all rooms inside
- Let all these people know when the child has been found
- If the child remains missing, school should alert parents and keep them posted
- Inform the police.

Avoid any blame culture, celebrate the success of the mission when the child is found and learn from the investigation.

The Principal will evaluate what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.

Preventative Measures

For children who are prone or at risk of taking themselves out of the classroom, and possibly off the school premises, the Inclusion Manager should carry out a **risk assessment** with the child, their parent(s) and any appropriate members of staff. The risk assessment should ensure that measures are in place to help the child cope, and give the child strategies for when they cannot cope. These strategies should ensure that the child remains safe, and is monitored closely. They should also include procedures for if the child puts themselves at risk so that the missing child procedures be put into action.

APPENDIX D

ONLINE-SAFETY GUIDELINES FOR PARENTS/CARERS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible:

- Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
- Look into setting Parental Controls on a Windows Vista, Windows 7, 8, & 10 or Mac computer to restrict specific web sites and also the time when the computer can be used.
- Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube.
- Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed, they are often much abler than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
- Please encourage a balanced use of the computer and mobile phones - for example, setting expectations that computers are switched off at an acceptable time in the evening and phones aren't used at mealtimes or ½ hour before bed time (and not once in bed!).

***How a parent/carer can ensure that their child's online experience is safe.**

- **Learn** - Find out more about online threats
- **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.
- **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
- **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
- **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.

For more advice on cyber safety visit: childline.org.uk cybersmile.org childnet.com

APPENDIX E

DISCLOSURE BY A CHILD ATTENDING THE PUPIL SUPPORT CENTRE, (The HUB)

The HUB is a referral support centre for pupils that attend the schools within Trinitas Academy Trust and may require a respite centre due to their challenging behaviour.

When a child attends the HUB, the Inclusion Officer will:

- be responsible for reporting to our Designated Safeguarding Leads or CPOs if a child makes a child protection disclosure.
- decide if the nature of the disclosure requires immediate attention of the Designated Safeguarding Lead or CPO before the yellow form is completed.
- complete as much information as possible on the yellow safeguarding form about the disclosure.
- hand the form in person to one of the Designated Safeguarding Leads or CPO by requesting they come to the HUB room.

Pupil on roll at one of the other schools within Trinitas Academy Trust attending the HUB

When a school places a pupil within the HUB, they remain responsible for the safeguarding of that pupil. It is expected that the child's school will follow their child protection procedures and arrange for any disclosure to be dealt with by their Designated Safeguarding Lead /CPO. In the event that a Designated Safeguarding Lead /CPO is not available at the time of calling, the Designated Safeguarding Lead /CPO at Trinity School Belvedere will deal with the disclosure until contact is made.

All information relating to the disclosure will be passed to the child's school. The Inclusion Officer will contact the child's school immediately via telephone and arrange for the school office to scan a copy of the form to the child's school.

Outreach work

The HUB's Inclusion Officer will:

- inform a Designated Safeguarding Lead or CPOs' if a disclosure is made whilst on another school's premises. and follow their school's child protection procedures.
 - inform Mark Smale, principal of Trinity School Belvedere that a disclosure was made whilst at another school and log that the matter was reported.

APPENDIX F

Legislation and reference

Legislation

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations
- The Police Act 1997 (Criminal Records) Regulations 2002, as amended
- The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended
- The Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- The Female Genital Mutilation Act 2003 (“the 2003 Act”) replaced the 1985 Act in England, Wales and Northern Ireland
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Section 26 of the Counter-Terrorism and Security Act 2015
- The Anti-Social Behaviour, Crime and Policing Act 2014
- The Children and Social Work Act 2017
- GDPR 2018

Reference

- Keeping Children Safe in Education (September 2019)
- Working Together to Safeguard Children (July 2018)
- What to do if you are worried a child is being abused (March 2015)
- Information Sharing: Advice for practitioners, DfE (July 2018)
- Ofsted - Education Inspection Handbook (September 2019)
- Prevent Strategy (June 2011)
- FGM Mandatory Reporting (October 2015)
- NSPCC
- Supporting Pupils with Medical Conditions in Schools (December 2015)
- UK Council for Child Internet Safety (UKCCIS) Guidance (January 2017)
- Searching, Screening and Confiscation guidance (January 2018)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May 2018)