

Trinity School



Child Protection Policy and Procedures

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Signed: ...**G.Spencer** Chair of Governors

NAMED STAFF WITH SPECIFIC CHILD PROTECTION AND SAFEGUARDING RESPONSIBILITIES

DESIGNATED SENIOR PERSON FOR CHILD PROTECTION AND SAFEGUARDING

Natasha Bridger – Assistant Head for Safeguarding

DEPUTY DESIGNATED SENIOR PERSON FOR CHILD PROTECTION AND SAFEGUARDING

Sue Ball	Executive Head Teacher
Jo Long	Executive Deputy Head Teacher
Lucy Foster	Executive Deputy Head Teacher
Abby Town	Family Support Lead
Liz Fortt	DSL Administrator
Candy Hubbard-Webb	Head of Primary
Amanda Fennell	Primary
Denise Norris	Primary
Kim Case	Head of FEC
Sam Beezley	LLC Acting Assistant Headteacher
Mellissa Windross	LLC Inclusion
Pooja Rami	LLC HSBT Manager

NOMINATED GOVERNOR

Glenda Spencer / Ann Jones

SCHOOL COMMITMENT AND AIMS

Trinity School fully recognises its responsibilities for safeguarding children. Our students' welfare and safety are at the heart of our school's ethos and in everything we do.

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

All staff and volunteers will ensure that their approach and actions are child-centred. This means that they will consider, at all times, what is in the best interests of the child. Because of the day to day contact with students, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer on peer sexual violence and sexual harassment, victimisation and/or exploitation.

In accordance with *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2018*, the school must ensure that appropriate procedures are in place for responding to situations in which they believe that a child has been abused or are at risk of abuse, including procedures to cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Abuse is when a child is hurt or harmed by another person in a way that causes significant harm to that child and which may well have an effect on the child's development or wellbeing.

Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child's physical or psychological development.

Where there is a safeguarding concern, governing bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what service to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing they can safely express their views and give feedback. (KCSIE 2021)

At Trinity School we are committed to ensure that arrangements are in place to safeguard and promote the welfare of children by:

- maintaining children's welfare as our paramount concern;
- providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- providing suitable support and guidance so that pupils know how to approach adults if they are in difficulties or worried;
- including opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- raising the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- ensuring all staff are able to recognise and are alert to signs of abuse;
- ensuring all staff know to whom they should report any concerns or suspicions;
- ensuring there is an effective structured procedure in place to be followed by all members of the school community in cases of suspected abuse
- providing a systematic means of monitoring children who have been identified as "in need" or at risk of harm;
- keeping confidential records, which are stored securely and shared appropriately with other professionals;
- ensuring procedures are in place for dealing with allegations of abuse against members of staff and volunteers;
- establishing effective joint working relationships with all other agencies, involved in safeguarding children ("Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2018") and that the school contributes effectively to assessments of need and support plans;
- operating safe recruitment procedures and making sure that all appropriate checks are carried out on new staff who work with pupils (see Safe Recruitment Policy);
- ensuring that all adults (including other community users of our facilities) have been checked as to their suitability;
- working with parents to build an understanding of the school's duty to safeguard and promote the welfare of all children, including the necessity for child protection policies and procedure, information sharing and work in partnership with other agencies.

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

- [London Child Protection Procedures 6th edition 2020](#) (and amendments), which the schools in London Borough of Barking and Dagenham follow
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage](#)

DEFINITIONS

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

***EQUALITY STATEMENT**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

ROLES AND RESPONSIBILITIES

General

All adults working with children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. The names of those carrying these responsibilities for the current year are listed at the start of this document. Our policy and procedures also apply to extended school and off-site visits.

All Staff

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance Keeping Children Safe in Education and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (also known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported to keep safe.

Designated Senior Person for Child Protection

The DSLs are members of the senior leadership team. The DSLs take lead responsibility for child protection and wider safeguarding.

During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns.

During non-term time named deputies are either present or on call when pupils are in school.

When the DSL is absent, the deputies will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

Governing Body

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

Head Teacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable for early year and primary aged pupils

- Making sure each child in the Early Years Foundation Stage is assigned a key person

CONFIDENTIALITY

Staff are reminded as a minimum annually that any safeguarding concerns are confidential and only shared with the DSL or a deputy.

Staff are also made aware that:

- Timely information sharing is essential to effective safeguarding
- 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
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information (see Appendix 2)
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Child abuse is defined within procedures as:

- **physical abuse**, including female genital mutilation
- **emotional abuse**, including that arising from domestic violence and forced marriage
- **sexual abuse**, including the sexual exploitation associated with child prostitution
- **physical abuse**, where the person with custody, or charged with care of the child, causes or knowingly fails to ensure the child is safe and thrives

All staff in school should be aware of the definitions and signs and symptoms of abuse (See Appendix 1)

Any child with a disability is by definition a 'child in need' under section 17 of the Children Act 1989 and disability has been shown to confer an increased level of vulnerability. Studies have shown that disabled children are 3.8 times more likely to be neglected, 3.8 times more likely to be physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused. In addition to the universal indicators of abuse / neglect, in the case of a disabled child the following abusive behaviours must also be considered:

- force feeding
- unjustified or excessive physical restraint
- rough handling
- extreme behaviour modification including the deprivation liquid, medication, food or clothing
- misuse of medication, sedation, heavy tranquillisation
- invasive procedures against the child's will
- deliberate failure to follow medically recommended regimes
- misapplication of programmes or regimes

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or is in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Sticks to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL, with a completed record of concern form/ CPOMS entry.
- Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process, such as social services and police

For a non-verbal child

Staff should be looking for signs of the following

- Signs of Physical Abuse, e.g. bruises
- Flinching as if frightened of being hit
- A change in behaviours, child is withdrawn or over excited
- Signs of neglect
- Deliberate failure to follow medically recommended regimes
- Ill-fitting equipment e.g. callipers, inappropriate splinting

Any concerns about a non-verbal child should be discussed with a DSL and a record of concern form/ CPOMS entry completed.

SPECIFIC SAFEGUARDING ISSUES

Please see Appendix 3 for information on the following specific safeguarding issues:

- Child criminal exploitation
- Child Sexual Exploitation (CSE) including trafficking for slavery and sexual practice
- Children missing from Education
- Domestic Violence
- Homelessness
- Honour-Based Abuse
 - FGM
 - Forced marriage
- Mental Health
- Online safety and the use of mobile technology
- Peer-on-peer abuse
- Preventing Radicalisation/Extremism
- Serious violence
- Sexting
- Sexual violence and sexual harassment between children in schools

Specific Safeguarding Issues

The school has created individual factsheets for all of the specific safeguarding concerns listed below, these are available for staff from the Designated Safeguarding Leads or on the school intranet with this policy.

- Bullying including cyberbullying

- Child missing from home or care
- Child missing from education
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental Health
- Missing children and adults
- Peer-on-peer abuse
- Private Fostering
- Radicalisation
- Relationship abuse
- Sexting and internet related abuse
- Trafficking

WHEN TO BE CONCERNED

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example through observation of behaviour, injuries or disclosure. The following should trigger concern:

- when there is a suspicion that an injury maybe non-accidental
- when there are signs of neglect
- when a child displays behaviour unusual for that particular child, for example - aggression, withdrawal, depression, or demonstration of inappropriate sexual behaviour
- when a child fails to thrive
- when a child discloses abuse, or describes something, which may be associated with abuse (sexual and non sexual abuse)
- when you are worried about a child / young person for any reason
- ill fitting equipment (e.g. callipers, sleep board that may cause injury or pain, inappropriate splinting)
- undignified age or culturally inappropriate intimate care practices
- missing from school

RESPONDING TO CONCERNS

There is no individual discretion allowed to any member of staff who has knowledge or suspicion that a child might be at risk of child abuse. In child protection matters the child protection procedures must be followed at all times. Any knowledge or suspicion the child may be at risk must be reported to the Designated Senior Person for Child Protection immediately, to ensure help and to ensure any intervention necessary to protect the child is accessed as early as possible.

Ensure that the following guidelines are observed at all times:

1. If a child makes a disclosure of abuse allow them to make the disclosure at their own pace and in their own way
2. Avoid interrupting except to clarify what the child is saying
3. Do not try to persuade a child to talk to you, ask leading questions or probe for information that they do not volunteer

4. Do not repeatedly ask or modify questions and thus unintentionally indicate that you are pleased with the child's disclosure
5. Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
6. Record in writing the conversation as soon as possible.
7. If a child wants to show you an injury then try to have another member of staff present
8. Do not set up a play or role-play situations or make suggestions about how incidents or injuries happened
9. Remember you cannot promise confidentiality so do not make promises that any disclosure will be a secret between you and a child
10. Inform the Designated Senior Person for Child Protection as soon as possible

PROCEDURES

Refer any concerns or suspicions of abuse **immediately** to the Designated Senior Person for Child Protection or in their absence their Deputies.

- Complete a written referral on the green 'Record of Concern' form. Copies of this form are available from outside the main school office/ Or complete a CPOMS incident report.
- Complete the first page as fully as possible (if you need to write more then add a separate page of notes)
- Where there is suspicious bruising or other physical injuries mark on the outline body map the size and location of any injury on page 2 / On the CPOMS incident report body map.
- Pages 3 & 4 are for the DSL or deputy to complete.
- Once completed the form **MUST** be handed to a DSL in person. It **MUST NOT** be left on a desk or in a pigeonhole.
- CPOMS incidents will automatically alert the Senior DSL/ DSL Admin and phase DSL's if alerted in the incident form.

Respond to requests for information regarding child protection issues from outside agencies as directed by the Headteacher or Designated Senior Person for Child Protection.

Monitor and report any evidence of suspected abuse as and when requested to do so by the Designated Senior Person for Child Protection according to child protection procedures.

Whilst minor single concerns may not be referred to the social services it is helpful if staff continually monitor such situations and record issues using the internal procedures.

NOTIFYING PARENTS

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

REFERRALS TO SOCIAL SERVICES

It is the responsibility of the Designated Senior Person for Child Protection to decide when to make a referral to the Social Services.

The Designated Senior Person for Child Protection has a responsibility to refer a child to Social Services when it is believed or suspected that the child:

- has suffered significant harm
- is likely to suffer significant harm

To help with the decision of whether or not to make a referral she / he will consult with the Head Teacher/Deputy Head Teacher or Children's Services who offer opportunities for consultation as part of the Child in Need / Child Protection process.

Where there are concerns about the immediate safety of a child or young person a referral will be made immediately by telephone to the Social Services Assessment Team. The Multi-Agency Referral Form will also be completed and e-mailed to Social Services within 24 hours.

Some concerns may need to be monitored over a period of time before a decision to refer to Social Services is made.

In all but the most exceptional cases parents / carers will be made aware of the concerns felt for a child or young person at the earliest possible stage.

If a child or young person is referred, the Designated Senior Person for Child Protection will ensure that the Headteacher and other relevant staff are informed of this.

If, after consultation with the Designated Senior Person for Child Protection, a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Headteacher should be informed of this decision.

CHILDREN SUBJECT TO CHILD PROTECTION PLANNING AND CHILDREN IN NEED

The Designated Senior Person for Child Protection will inform members of staff who have direct pastoral responsibility for children and young people who are 'Subject to Child Protection Planning' or 'Children in Need'. These children and young persons must be monitored very carefully and the smallest concern should be recorded on a 'Record of Concern' form and passed immediately to the Designated Senior Person for Child Protection for the phase.

Any pupil 'Subject to Child Protection Planning' who is absent without explanation on the first day will be referred to the Social Services Department.

LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Natasha Bridger, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

For more information please see the Looked-After and Previously Looked After Children Policy.

RECORDS AND MONITORING

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on a Record of Concern form, copies of which are kept in the pupil's file.

It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base, which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff will be party to the issues on a 'need to know' basis. This will be judged against the Seven Golden Rules for Information Sharing (See Appendix 2)

Records relating to actual or alleged abuse or neglect are securely stored in separate locked filing cabinets within the safeguarding office apart from normal pupil records and with access confined to specific staff, i.e. the Designated Senior Persons for Child Protection and Deputies The Designated Senior Person for Child Protection is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

RETENTION OF SAFEGUARDING RECORDS

This follows the guidance from Information and Records Management Society (IRMS) 2019; Department of Education, 2016; Department for Education (DfE), 2021, LBBB Records Management Policy, 2018.

Child Protection files are passed on to any new school a child attends separate to any other paperwork for that child and marked for the attention of the Designated Safeguarding Lead. This should where possible be within 5 days of being informed of the new school.

In England the file should be kept until the child is 26, which is seven years after they have reached school leaving age.

In the following cases records should be kept for longer periods

- the records provide information about a child's personal history, which they might want to access at a later date
- the records have been maintained for the purposes of research
- the information in the records is relevant to legal action that has been started but not finished
- the records have been archived for historical purposes (for example if the records are relevant to legal proceedings involving the organisation).
- Organisations must keep any records that could be needed by an official inquiry (for example the Independent Inquiry into Child Sexual Abuse (IICSA) (IICSA, 2018)). Inquiries will issue directions for records to be retained and these must be followed.

Where there are legal proceedings it is best to seek legal advice about how long to retain your records.

Some records are subject to statutory requirements and have a specific retention period. This includes records relating to:

- children who have been 'looked after' by the local authority – until the child's 75th birthday

Where a record relates to concerns about an adult who works or volunteers at the school regarding a child, the records should be kept in their personal file until they have reached normal retirement age or for 10 years, whichever is longest.

If a concern relates to a member of staff and their own children, the record will be kept on their personal file for only as long as necessary or as a note to say what support was offered to the staff member.

TRAINING

New Staff

All staff members will undertake child protection and safeguarding training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated to reflect current policies and guidance.

At induction training all staff will receive a copy of this policy, Keeping Children Safe in Education and The Prevent Duty.

All Staff

All staff are expected to attend an annual refresher on child protection and safeguarding, as well as any additional training to reflect national or local concerns.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates via Safeguarding Matters an in-house update sent out during term time.

All staff will be informed when the Child Protection and Safeguarding Policy is updated and where to access the policy.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

DSL and Deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

An in-house guideline called 'Trinity DSL Handbook' is given to all newly trained DSLs.

All DSL's have supervision once a month, though extra can be requested as needed.

Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

MOVEMENT OF CHILDREN

The Designated Senior Persons for Child Protection will in the case of children who are 'Subject to Child Protection Planning' or 'Children in Need' ensure:

- complete records are sent on to the receiving school, whether a child changes as a natural progression or for any other reason

- accurate information is collected and shared with other agencies including the statutory or voluntary organisations with whom families have contact
- that their counterparts in the receiving authority have been sent a copy of all relevant records within five days of being notified of the move of the child
- relevant records are requested from their counterparts in originating authorities when notified of a move into the school
- monitoring of the attendance and development of children whose names are currently 'Subject to Child Protection Planning' or 'Children in Need' and informing the SSD of proposed or actual changes of school.
- child protection material, is transferred separately from a child's main school records and direct to the relevant member of staff in the receiving school, with any necessary discussion or explanation.
- a record is kept of the date of such transfer of sensitive files and of the person to whom they are transferred.

ALLEGATIONS OF ABUSE AGAINST TEACHING AND NON-TEACHING STAFF

It is essential that staff members come forward immediately if they have concerns about the treatment of pupils. We must remember that we have a duty of care to our pupils and a legal responsibility to report any concerns of abuse or maltreatment.

We must hold staff members to the same level of calm vigilance that we do parents, carers, visitors, etc. We cannot assume that because staff work here they would never hurt a child.

No one is exempt from accountability, regardless of their position within the school.

The safety of our pupils is paramount at all times.

If suspicions of abuse relate to any member of the school's staff or volunteer they must be reported to the Headteacher, Mrs Sue Ball.

If suspicions of abuse, relate to a Designated Person for Child Protection, they should be reported directly to the Headteacher, Mrs Sue Ball.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If suspicions of abuse, relate to the Headteacher they must be reported to the Chair of Governors who will in turn consult with the Local Authority Designated Officer (LADO).

Further information regarding the procedure for managing situations involving members of staff can be found in Guidance on Disciplinary Procedures. The Headteacher holds copies of this document.

WHISTLEBLOWING

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about attitudes or actions of colleagues. The school has adopted the London Borough of Barking and Dagenham Whistle Blowing policy a copy of which is on the school intranet.

CODE OF PRACTICE

All school staff should take care not to place themselves in a vulnerable position in relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults or to ensure that another appropriate adult is in the vicinity and is aware of the task being undertaken.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to communicate. However, staff must never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others. The Code of Practice is communicated in the Annual Safeguarding training.

RECRUITMENT AND SELECTION OF STAFF

A separate policy, Safeguarding Pupils, Safe Recruitment Policy and Procedures covering recruitment. The school's processes conform to the DfES guidance Keeping Children Safe in Education, 2023.

Our recruitment procedures acknowledge our responsibilities for protecting children from unsuitable people through safe recruitment practices. The school positively welcomes support and guidance from the LEA.

PREVENTION OF HARM

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

PHYSICAL INTERVENTION / POSITIVE HANDLING

Specific guidance on physical intervention / positive handling by staff is set out separately, as part of our Behaviour Policy. This Policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others or causing substantial property damage and that, at all times it must be the minimal force necessary to prevent injury to another person. The school uses Team Teach to support the safe ways to support pupils. Such events should be recorded making use of the school's Physical Intervention Record form and signed by a witness. This record is checked by both the Deputy Headteacher and the Designated Senior Person for Child Protection. Parents/carers are informed of all Physical Interventions. All pupils with an allocated social worker are also informed of any physical intervention needed and the reasons why this happened.

Staff who are likely to need to use physical intervention should be appropriately trained.

We understand that physical intervention, of a nature which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

ANTI-BULLYING

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

RACIST INCIDENTS

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

HEALTH AND SAFETY

Our Health & Safety policies, set out in separate documents, reflect the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the Designated Senior Person for Child Protection.

The Designated Senior Persons for Child Protection can put staff and parents in touch with outside agencies for professional support if they so wish.

MONITORING AND REVIEW

All school personnel and Governors will have a copy of this policy which will be reviewed annually.

A copy of the All London Child Protection Procedures 2023 is kept in the office of the Designated Senior Person for Child Protection and contains details of procedures and the categories and definitions of abuse.

If you are in doubt about any aspect of child protection procedure please ask for advice.

Appendix 1

CONCEPT OF SIGNIFICANT HARM

Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

Each of these elements has been associated with more severe effects on the child, and / or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.

Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development

Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development,

Emotional abuse 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 age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;

Seeing or hearing the ill-treatment of another;

Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;

Exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

Sexual abuse includes abuse of children through sexual exploitation. Penetrative sex where one of the partners is under the age of 16 is illegal, although prosecution of similar age, consenting partners is not usual. However, where a child is under the age of 13 it is classified as rape under s5 Sexual Offences Act 2003. See section 5.23. ICT-based forms of abuse, section 5.39. Sexually active children and section 5.40. Sexually exploited children.

Sexual abuse includes 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.

NEGLECT

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

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent failing to:

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

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

RECOGNITION OF ABUSE AND NEGLECT

The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but:

Must be regarded as indicators of the possibility of significant harm;
Indicates a need for careful assessment and discussion with the agency's nominated child protection person;
May require consultation with and/or referral to the LA children's social care and / or the police.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

Appear frightened of the parent;
Act in a way that is inappropriate to their age and development.

The parent may:

- Persistently avoid routine child health services and/or treatment when the child is ill;
- Have unrealistic expectations of the child;
- Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment);
- Be absent or leave the child with inappropriate carers;
- Have mental health problems which they do not appear to be managing;
- Be misusing substances;
- Persistently refuse to allow access on home visits;
- Persistently avoid contact with services or delay the start or continuation of treatment;
- Be involved in domestic violence;
- Fail to ensure the child receives an appropriate education.

Professionals should be aware of the potential risk of harm to children when individuals (adults or children), previously known or suspected to have abused children, move into the household.

RECOGNIZING PHYSICAL ABUSE

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The parent/s are uninterested or undisturbed by an accident or injury;
- Parents are absent without good reason when their child is presented for treatment;
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury);
- Frequent use of different doctors and accident and emergency departments;
- Reluctance to give information or mention previous injuries.

BRUISING

Children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

Any bruising to a pre-crawling or pre-walking baby;
Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
Variation in colour possibly indicating injuries caused at different times;
The outline of an object used (e.g. belt marks, hand prints or a hair brush);
Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
Bruising around the face;
Grasp marks on small children;
Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

BITE MARKS

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

BURNS AND SCALDS

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
Linear burns from hot metal rods or electrical fire elements;
Burns of uniform depth over a large area;
Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks);
Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

FRACTURES

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

The history provided is vague, non-existent or inconsistent with the fracture type;
There are associated old fractures;

Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
There is an unexplained fracture in the first year of life.

SCARS

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

RECOGNIZING EMOTIONAL ABUSE

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment);
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Appeasing behaviour towards others;
- Scapegoated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self esteem and lack of confidence;
- Withdrawn or seen as a 'loner' – difficulty relating to others.

RECOGNIZING SEXUAL ABUSE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore both identification and disclosure rates are deceptively low.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. According to a recent study³⁶ three-quarters (72%) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven percent of the children told someone later, and around a third (31%) still had not told anyone about their experience/s by early adulthood.

If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional / behavioural.

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Contact or non-contact sexually harmful behaviour;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self mutilation and suicide attempts;
- Involvement in sexual exploitation or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a child;

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague³⁷.

RECOGNIZING NEGLECT

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care);
- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment);
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with inappropriate carers (e.g. too young, complete strangers);
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.


Disabled children and young people can be particularly vulnerable to neglect

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. These could include domestic violence (see section 5.11), mental health issues (see section 5.29), learning disabilities (see section 5.30), substance misuse (see section 5.31), or social isolation / exclusion (see section 5.1.1 to 5.1.4), this list is not exhaustive.

While offering support and services to these parents, it is crucial that professionals maintain a clear focus on the needs of the child.

SIGNS AND INDICATORS

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> • Tired/listless • Unkempt • Poor hygiene • Untreated medical conditions • Medical appointments missed • Constantly hungry or stealing food • Over eats when food is available • Poor growth • Poor/late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for the weather condition • Having few friends and/or being withdrawn • Ill equipped for school 	<ul style="list-style-type: none"> • Failure to thrive • Attention seeking • Over ready to relate to others • Low self esteem • Apathy • Depression/self harm • Drink/drug/solvent abuse • Persistently being over protective • Constantly shouting at, threatening or demeaning a child • Withholding love and affection • Regularly humiliating a child 	<ul style="list-style-type: none"> • Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying/ instability • Afraid of home • Behavioural extremes • Apathy/depression • Wanting arms and legs covered even in very hot weather 	<ul style="list-style-type: none"> • Age inappropriate sexual behaviour/knowledge/promiscuity • Wary of adults/ running away from home • Eating disorders/depression/ self harm • Unexplained gifts/ money • Stomach pains when walking or sitting • Bedwetting • Recurrent genital discharge • Sexually transmitted diseases



APPENDIX 2

SEVEN GOLDEN RULES FOR SHARING INFORMATION

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

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.
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.

APPENDIX 3

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child Sexual Exploitation (CSE) including trafficking for slavery and sexual practice

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

The borough has an **Anti-Exploitation Lead** (formally known as CSE Champion) and Veronica Jackson a Designated Safeguarding Lead is the school's nominated lead.

Children missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

It is the duty of all parents/carers to inform the school of any absence on the first day following the school Attendance Policy. Office Staff will contact parents/carers who do not contact the school and inform the Designated Safeguarding Lead.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage,

Any children who go missing should be reported to the Designated Safeguarding Lead to take appropriate action, following the guidelines in the school Attendance Policy

Domestic Violence

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Domestic Violence/Operation Encompass

This is a project run jointly between schools and the Metropolitan Police Service.

Operation Encompass is the notification to schools that a child (under 18) has been exposed to, or involved in any domestic incidence. This will ordinarily be done by the start of the next school day.

Operation Encompass will ensure that a Designated Safeguarding Lead (DSL) is informed. At Trinity School and Natasha Bridger is the DSL who will be informed.

The DSL can then use the information that has been shared, in confidence, to ensure the wellbeing of the child. The school may be able to make provisions or adjustments to assist the child and the family.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSLs are aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity where appropriate. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Honour-Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Mental Health

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, staff are expected to follow school procedures using the Record of Concern form and to share with a DSL immediately.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

The senior DSL is responsible for online safety in the school ensuring appropriate systems are in place for monitoring and filtering.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year on online safeguarding.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- The Online Safety Policy outlines the commitment of Trinity School to safeguard members of our school community online in accordance with statutory guidance and best practice.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website.

Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

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

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

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat

groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, school reporting procedures should be followed.

Preventing Radicalisation/Extremism

If you have concerns about extremism

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Sexting

This is following [guidance from the UK Council for Internet Safety](#)

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through local neighbourhood police.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Curriculum coverage

The curriculum covering the sharing of nudes and semi-nudes, would be personalized to take into the individual pupils' level of understanding of what they have done/seen.

Pupils will learn about private parts of the body and who it is safe to share with.

Consent and asking permission.

For non-verbal pupils' staff are expected to tell them what they are going to do, including hygiene needs and respect a pupil's responses.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, school reporting procedures should be followed.

Police at School

In any event where the police need to be called and where they may have grounds to intervene in a situation, we still have responsibility for our pupils. We must ensure that we advocate for them and raise any concerns about their treatment, especially in relation to their complex educational needs. The following steps will help to support this:

- Keep a log of events where possible (record after the events if necessary).
- Ask for the names of the police officers when they arrive.
- Take some time to explain the complex learning, social and communication needs of our pupils so that the police are aware of this and how this may impact their understanding and their responses to the police. A copy of their EHCP can always be shared with them if needed (Please ask the office to organise this).
- Key questions to ask the police –
 - What actions do they plan to take?
 - What information do they need from the school?
 - Do they need a space to conduct conversations? (SB, LF and JL's office can always be used in these circumstances)
 - Does an appropriate adult need to be called?
- The police are required to ensure an appropriate adult is there for our pupils before any questioning, searches or other formal procedures begin. For anyone under 18 this should be their parents/carers or social worker. We must insist that parents/carers or social workers are called before this begins.
- For any of our pupils over 18, they will still be classed as vulnerable and still require an appropriate adult. This again should be a parent/carer, social worker or family member.
- The role of the appropriate adult is to safeguard the interests, rights, entitlements and welfare of children and vulnerable people who are suspected of a criminal offence, by ensuring that they are treated in a fair and just manner and are able to participate effectively.
- Unlike legal advice, the appropriate adult is not a 'right'. Instead, it is a 'procedural safeguard' that is *imposed* on police when dealing with any child or person about whom there is reason to suspect they may be vulnerable. This means that *it cannot be waived by either children or vulnerable adults*. It does not matter whether the person has 'capacity' to make decisions for themselves.
- Until a parent/carer or other appropriate adult arrives, a member of staff must remain with the pupil at all times and advocate for their best interests.
- If you are concerned about anything the police are doing, you must politely challenge them. It is essential that we advocate for our pupils and explain why something may not be in their best interest. This has the backing of the local authority.
- If you have any safeguarding concerns regarding police conduct with our pupils, you can call Mike Cullern – Local authority designated officer – on 020 8227 3934 / 07875 993 857.