



HOLY TRINITY

Church of England Academy

Child Protection Policy

Purpose and Aim

Holy Trinity CE Academy's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Holy Trinity CE Academy creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified, referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed with Holy Trinity CE Academy to keeping children safe by promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils, parents and visitors to share this commitment and understanding.

Introduction

Holy Trinity CE Academy fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to the child protection policy:

1. prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models, the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage).
2. protection (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are

is supported to refer their concerns to the Designated Safeguarding Lead (Mrs T Murphy) or Deputy Designated Safeguarding Lead (Mrs A Spark/Miss R Scott) of the Integrated Safeguarding Team (0191 4245010) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

3. reconsideration (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances)
4. support (to pupils and school staff and to children who may be vulnerable due to their individual circumstances)

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

(KCSIE 2019)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2019 pages 89-91. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2018 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- Preventing Radicalisation
- Peer on Peer Abuse
- Sexual violence and sexual harassment between children in schools and colleges
- What is sexual violence and sexual harassment?
- Upskirting
- The response to a report of sexual violence or sexual harassment
- Additional advice and support

(KCSIE 2019)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

In the event of any of the above being recognised information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered or the pupil being referred to specific services.

This policy applies to Holy Trinity Academy's whole workforce.

Framework and Legislation

No schools operate in isolation. Keeping Children Safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of South Tyneside Safeguarding Children Partnership which includes the partnership of several agencies who work with Children and families across the Borough.

Holy Trinity CE Academy is committed to keeping children safe and safeguarding all children in accordance with Child Protection: [South Tyneside Safeguarding Children Partnership](#)

<https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person (*Adoption and Children Act 2002*).

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Integrated Safeguarding Intervention Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2019 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from all forms of maltreatment and abuse (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation, preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to regular contact with children all staff at Holy Trinity CE Academy have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report **ANY** concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to The Integrated Safeguarding Intervention Team if necessary and the police in the stated incidents above). They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recorded in writing adhering to Holy Trinity Academy's recording and information sharing policy/procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need of risk to the child.
- Ensure from the 1st July 2015 that under the Counter Terrorism and Security Act, April 2015 that the school has 'Due regard' To Prevent' and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for pupils online around the Internet and E-Safety and continue to promote the Online Safety Policy/Acceptable Usage in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety/acceptable usage policy, the expectations of pupils regarding

their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.

- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Holy Trinity CE Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

Holy Trinity CE Academy has appointed from our Senior Leadership Team Mrs Murphy to be our Designated Safeguarding Lead. Mrs Murphy has the overall responsibility for safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. Mrs Murphy is able to take part in strategy discussions and inter-agency meetings and to support other trained staff to do as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2019).

Role of the Designated Safeguarding lead and Nominated Deputy

At Holy Trinity CE Academy we have appointed the following Deputy Designated Leads Miss R Scott and Mrs Spark who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead. Any deputies will be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role (see below).

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via The Integrated Safeguarding Intervention Team (0191 424 5010).

The broad areas of responsibility for the Designated Safeguarding Leads are as follows:-

Manage referrals

- Refer cases of suspected abuse to the Integrated Safeguarding Intervention Team.
- Support staff who make referrals to the Integrated Safeguarding Intervention Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners.(South Tyneside Safeguarding Children Partnership)
- Liaise with appropriate staff to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Head Teacher, or if the Head Teacher is the subject of the allegations the Chair of Governors and the DO at the Local Authority for child protection concerns (all cases which concern a staff member).
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with staff (on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, so they:

Understand and keep up with any developments to their role.

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the academy's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the academy, and with the three safeguarding partners (South Tyneside Safeguarding Children Partnership) other agencies, organisations and practitioners.
- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written or electronic (from September 2017) records of concerns and referrals.
- Understand and support the Academy with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

Raise Awareness

The designated safeguarding lead ensures the academy's policies are known and understood and used appropriately:

- Ensures the academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensures the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.
- Links with the local South Tyneside Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the Academy ensure their child protection file is transferred appropriately for any new school as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt.
- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with

the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the designated safeguarding lead (or a deputy) is always available (during Academy hours) for staff in the Academy to discuss any safeguarding concerns. If not available in person can always be contacted by telephone or email.
- Adequate and appropriate cover arrangements for any out of hours / out of term activities will always be arranged.
- Each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy

The Designated Safeguarding Lead will also:

- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/on line bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from Education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical

contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Governing Bodies Role and Responsibilities

At Holy Trinity CE Academy the senior lead member is Mrs Andrea Gedling – Vice Chair of Governors.

The role of the individual is to:-

- Ensure that governors receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher. Therefore ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school / setting's acceptable use policy / online safety policy.
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.
- Ensure that the governing body is aware of the changes from Local Safeguarding Children Board's to Safeguarding Partner arrangements

and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

Information for Parents

At Holy Trinity CE Academy, governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. safeguarding and promoting the welfare of the pupils/children in our care and will take any reasonable action to safeguarding their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow South Tyneside Safeguarding Children Partnership arrangements and inform the Integrated Safeguarding Intervention Team or police of their concern.

Procedures

The Designated Safeguarding Lead will be informed immediately by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working together 2018 defines the categories of harm as:

Physical Abuse

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

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

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

Emotional Abuse

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

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Safeguarding and Intervention Team, if necessary. These records may be either handwritten or electronic but will be

stored via a secure system. The Headteacher will be kept informed at all times.

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle blowing/confidential reporting

Holy Trinity CE Academy's whistle blowing/confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints / Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns/allegations about the Headteacher or Principal, this should be referred to the Chair of Governors, Chair of the Management Committee or Proprietor of an Independent School as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer(s) at the local authority. (KCSIE 2019)

Consultation without delay with the Designated Officer Jean Hughes, Tel: 0191 424 7340 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

<https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures>

Training and Support

All staff members should be aware of the systems within school which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies).

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body will decide the frequency and content of this CPD. In addition, all staff members should receive regular safeguarding and child protection updates as required but at

least annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Holy Trinity CE Academy recognises that the only purpose of confidentiality in this respect is to benefit the child. South Tyneside Safeguarding Children Partnership Arrangements

<https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures>

Record Keeping

Well-kept records are essential to good Safeguarding practice. Holy Trinity CE Academy is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions, about a child or children within its care. All staff will follow the school's information sharing and recording policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act, 2018

Safeguarding recording within Holy Trinity is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Holy Trinity CE Academy we started electronic recording from September 2017. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

In the case of Looked After children, all records will be handed to the Designated Teacher of the next school. Where this is not practical, records will be given to the named Social Workers. Such records will not be sent by post.

In the case of a school closure as soon as school receives notification contact will be made with the Local Authority to determine what records can be disposed of immediately. For those files which need transferring to the Local Authority a record transfer list will be completed listing box number, type of record (ie technical, clerical/administrative, academic) retention period applied, review date and destruction date.

In the case of an amalgamation contact will be made with the Local Authority to determine what records will need to be retained by the Local Authority and what records will need forwarding to the school. For those files which need transferring to the new school a record transfer list will be completed listing number of items to be transferred, the pupil name/reference of each file and the box numbers of each file

Attendance at Safeguarding Conferences

In the event of Holy Trinity CE Academy being invited to attend Child Protection Conferences, the Designated Safeguarding Lead will represent the school and/or identified the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review). In the event that those staff members cannot attend, the following trained members of staff may attend Miss Scott or Mrs Spark.

Supporting Children

Holy Trinity CE Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Holy Trinity CE Academy may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Mrs Pemberton (Operation Encompass Lead) with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils homes.

Holy Trinity CE Academy also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer Abuse Policy for detailed information.

Therefore Holy Trinity CE Academy will endeavour to support all its pupils through:-

- The curriculum to encourage self-esteem, self-motivation and self-protection
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part of

Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.

- A coherent management of behaviour and discipline policy and procedures inclusive of the use of reasonable force
- Liaison with other professionals and agencies who support children and parents
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations

Holy Trinity CE Academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an Education Health Care Plan or have a medical condition as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities. safeguarding issues and must not be dismissed.

Holy Trinity CE Academy also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include:

- **Robust Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, Section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2019 and Working Together 2018. At Holy Trinity as an Academy we share this commitment.
- **Staff Behaviour Policy (Code of Conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, October 2015.** The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force.
- **Anti-Bullying/On Line Bullying Policy**
- **Inclusion & Special Education Needs Policy.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting).
- **The Schools Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer Abuse Policy**
- **Photographic and Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy and Procedures** with trained staff who manage this.

- **Pupils with Medical Needs Policy** and implications for your workforce pupils and partnership with parents.
- **Attendance Management policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the schools admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Children Missing from Education Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked after Children Policy** inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher within the Local Authority who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- **Unaccompanied travel to and from school procedure** to ensure pupils safety.
- **Single Equality Scheme.**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

Appendix 1:
Designated Safeguarding Lead (See Annex B, KCSIE 2015 pg 52 and 53)

- To have a sound knowledge of, and to respond in accordance with, STSCB Safeguarding Children Procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Headteacher is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Make referrals of all cases of suspected child abuse to the Children's Referral and Assessment Service.
- Make referrals to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Make referrals to the police (cases where a crime may have been committed)
- Liaise with other agencies and co-ordinate the **most appropriate school representative** to attend/contribute at child protection meetings.
- Monitor the transfer of pupils, alerting the Local Authority Attendance Team of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensure child protection files are transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25th birthday.
- Be able to keep detailed accurate secure written records of referrals/concerns.
- Receive appropriate training every 2 years to:

- Understand the assessment process for providing early help and intervention.
 - Have working knowledge of CP conferences and reviews be able to attend and effectively contribute.
 - Ensure whole workforce understands the child protection policy in practice and their new role within this.
 - Attendance at safeguarding lead termly briefings/or alternative CPD.
- Ensure all staff have induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
 - Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
 - Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
 - Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
 - Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
 - Ensure the Child Protection Policy is updated and revised annually and work with Governing Bodies/proprietors regarding this.
 - Ensure whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in your school.
 - Ensure the child protection policy is publicised on your school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the academy's role in this.

Appendix 2

Record Keeping

When is recording needed

When there is a concern over: -

- Marks on a child's body.
- Unusual / different behaviour.
- Mood changes.
- Puzzling stories from the child.
- Information from other sources.

Who should record?

- Teachers
- Other members of staff.

What should be recorded?

- Patterns of attendance
- Changes in mood.
- Relationships with children /or adults.
- Behaviour
- Statements etc.
- Appearance.
- Parental comments.
- Home changes.
- Medicals.
- Response to P.E.
- Injuries or marks.

Signs and Symptoms

Four categories of abuse

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent (these should be recorded on sheet - see Appendix 1).
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Bald patches.
- Fear of parents being contacted.
- Arms and legs kept covered in hot weather.
- Self destructive tendencies.
- Withdrawal from physical contact.
- Fear of undressing.
- Aggressive towards others.
- Running away.
- Significant changes in behaviour without explanation.
- Deterioration in work.
- Unexplained pattern of absences, which may be used to hide bruises etc.

Common sites for accidental injury

- Forehead
- Nose
- Hips
- Knees
- Chin
- Shins
- Forearms
- Elbows
- Bony spine

Common sites for non-accidental injury

- Eyes (bruising – particularly both)
- Cheek / side of face (particularly finger tip marks)
- Mouth (torn frenulum)
- Genitals (bruising)
- Skull (fracture, bruising or bleeding under skull from shaking)
- Ears (pinches or slaps)
- Upper or inner arms (grab marks)
- Buttocks or thighs

Possible signs of emotional abuse

- Physical, mental or emotional delay
- Admission of punishment which appears excessive
- Over-reaction to mistakes.
- Continual self disapproval.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional response.
- Compulsive stealing / scavenging.
- Behaviour such as rocking, hair twisting, thumb sucking.
- Self harm.
- Fear of parents being contacted.
- Extremes of passive aggressiveness.
- Running away.
- Social isolation.
- Desperate attention seeking behaviour.
- Eating problems.
- Depression, withdrawal.

Possible signs of neglect

- Constant hunger.
- Poor personal hygiene / smelly / dental decay.
- Poor state of clothing / inappropriate clothing.
- Untreated medical problems.
- Low self esteem.
- Frequent lateness or absence from school.
- Untreated speech, medical or dental problems.
- No social relation.
- Constant tiredness.
- Lack of appropriate boundaries.
- Lack of safety or supervision.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour.
- Running away.
- Compulsive stealing or scavenging.

Possible signs of sexual abuse

- Sudden change in behavior or performance at school.
- Display of affection in sexual way.
- Tendency to cling or need constant reassurance.
- Tendency to cry.
- Regressive immature behavior.
- Complaints of genital itching or pain.
- Bruises, scratches, bite marks.
- Sexual awareness inappropriate to the child's age e.g. drawings, games, etc
- Distrust of a familiar adult, anxiety about being left with a relative, babysitter etc.
- Unexplained gift or money.

- Depression or withdrawal.
- Apparent secrecy.
- Wet day or night after being dry for a considerable time.
- Sleep disturbance or nightmares.
- Frequent public masturbation.
- Aggressiveness, anxiety, tearfulness.
- Withdrawal.

How should it be recorded?

In Holy Trinity Church of England Academy teachers who have any concerns, as listed in "what should be recorded", should record these concerns using the CPOMS system.

If in any doubt refer to the Head teacher.

If we are concerned about the welfare or safety of any child all adults in school will record their concern as agreed.

If a child reports some form of abuse to the teacher, the child should not be interviewed or questioned in detail. However the child should be listened to and a written record for future reference should be made on CPOMS. This should be referred immediately to the DSL or Deputies.

A file will be opened by the Headteacher and the referral made by the Head teacher or in case of absence the Deputy Safeguarding Leads.

Making a referral

If a report is made about a suspected abuse, the co-ordinator will: -

- Check the confidential file held in school.
- Contact the duty social worker on 4245010 (Laygate).
- The Head teacher/Deputy SL should complete a confidential child protection referral form . E mail to Laygate Assessment and Referral Centre. Keep copy in child's file.
- Following investigation if appropriate by Social Services an Initial Child Protection Conference may be held. At this stage the Academy must provide if available a chronology of significant concerns and events in the child's life. Along with a report by the class teacher and a summary by the Headteacher.
- Following this initial conference, further conferences may be held. Teachers will then be asked to provide a written report (record sheet 6) one week prior to the date of the conference.
- If a child is subject to a Child Protection Plan, regular 'Core Group' meetings will be held at which the school will be required to be present and submit reports.

INFORMATION TO CONSIDER ABOUT THE CHILD

(a) Educational

Progress or lack of it.

Attitude to work.

Ability levels compared with accepted norms.

Any significant fluctuations in standard of work.

Indicate particular strengths or weaknesses.

Concentration or lack of it.

Statement of S.E.N.

(b) Physical

Any physical handicaps - detail; how does child cope?

Parental attitudes to above.

Normal physical development for chronological age.

Is child normally healthy? If not, detail.

Is school contacted/made aware?

(c) Emotional

Is child happy/confident at school?

Any indication of emotional problems at home/school.

Does child cry easily for no apparent reason?

Does child converse easily with class teacher/other members of staff?

Any noticeable swings in mood for no apparent reason.

(d) Behavioural

Attitude towards peers, staff, other adults.

Bullied or a bully?

Isolated or integrated with peers.

Any significant and/or regular behavioural defects.

Response to discipline, chastisement, praise.

Disruptive in either (or both) classroom/yard.
If so, in what ways?

Does child respond frequently with aggressive behaviour,
either verbally or physically?

(e) Attendance/Lateness

Indicate frequency if this is a problem.

Has a pattern emerged?

Have problems been communicated to Education Welfare?

CONTACT WITH SIBLINGS

Any contact you may have had with a sibling and any observations you have which may have a bearing on the current comprehensive assessment report. Comments may be on similar areas to those outlined in the previous paragraphs.

PARENTAL ATTITUDES

Do parents appear interested in child's education/emotional development?

Do they normally attend parents' evenings?

Do both parents have contact with school?

What are their attitudes towards school?

Any extended family support.

Handling/coping strategies with child employed by parent.

Parents use of other agencies.

Attitude to school interaction?

Is it appropriate for child to be brought to/collected from school?

If so, does it happen?

Is the practice regular/irregular?

Who generally is the carer in this case?

Is school informed of any difficulties?

CONTACT WITH OTHER FAMILY MEMBERS

Has school been given a list of alternative contacts?

Does any other member of family have contact with school?

For what reasons?

Do these reasons have validity?

BRIEF SOCIAL HISTORY

Parental make-up (i.e. I.P.F. cohabitees).

Any known history of abuse towards children.

Over/lack of appropriate protection.

Suitable provision of clothing/food etc.

Cleanliness; general appearance.

Is child on free meals?

OTHER AGENCIES

Is there contact with:-

Education Psych; Dept. of Family and Child Psychiatry; Paediatrician; G.P.
S.E.N.

School Nurse; Health Visitor.

Sigh/Hearing Impaired Service/Speech Therapists.

Social Services.

Education Welfare.

Police; Probation Service.

Local Authority Legal Service; Solicitor.

Appendix 6

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resources
	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice

Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy

Useful Telephone Numbers

Integrated Safeguarding Intervention Team
0191 4245010

This policy has been informed by the following legislation and national and local guidance.

It has been informed by the following legislation and national & local guidance

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2019

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

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

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

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

South Tyneside Safeguarding Children Board Procedures

<https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures>

What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: **Child Protection**