

Trinity School and College



Safeguarding Policy

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 3: the best interests of the child must be a top priority; Article 19: protection from violence, abuse, neglect and mistreatment; Article 24: the right to the best possible health; Article 33: protection from illegal drug use and distribution; Article 34: protection from sexual abuse and exploitation; Article 35: protection from abduction or illegal movement for exploitation; Article 36: protection from all forms of exploitation; Article 37: protection from cruel treatment or punishment.

September 2020

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- **protecting children from maltreatment**
- **preventing impairment of children's mental and physical health or development**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **taking action to enable all children to have the best outcomes**

KCSIE 2020

This Policy

Trinity School and College has been found to be effective during an inspection by [OFSTED in January 2020](#).

This policy is available on our [school and college website](#) and is available on request from the school or college office. We also inform parents and carers about this policy when their children join our school and through Headteacher communications. Prospective students and their parents/carers are made aware of this policy through our admissions paperwork. A safeguarding parent leaflet and Child Friendly Safeguarding Policy are also available.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One and Annex A of the statutory guidance [Keeping Children Safe in Education 2020](#) which they must read and complete a knowledge based assessment, following which a certificate of completion will be issued. Certificates of completion are held by the HR Manager. A digital copy of Part 1 and Annex A are shared with all staff in September of each year so that staff may take advantage of the hyperlinks to further information and reading.

The aim of this policy is to make sure that the actions of any adult in the context of the work carried out by Trinity School and College are transparent in safeguarding and promoting the welfare of all the children and young people at the School and College; to ensure that all staff are clear on their individual and collective responsibility for ensuring that the guidance, practices and procedures linked to this policy are followed. Where a student is over the age of 18, the Safeguarding Vulnerable Adults Policy must also be consulted.

This policy will give clear direction to directors, staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school through a child centred and coordinated response in providing early help through identification, raising a concern and reporting immediate danger. Further information and expectations can be found in the staff handbook and in the Staff Conduct section of this policy.

This policy will be reviewed on an annual basis or earlier dependent on the release of government guidance or changes to safeguarding procedures within the school and college.

All certificates relevant to designated safeguarding training are displayed in the school and college offices and held on file by the HR manager.

COVID-19

Trinity School and College recognises that the COVID-19 pandemic has wide reaching safeguarding impacts which may result in our already vulnerable students being at increased risk of harm. Trinity School and College have considered the risks COVID-19 places on its learners and have developed a COVID-19 safeguarding policy which is presented as Appendix 12 of this document. The safeguarding team have had due regard in creating this policy to government guidance on schools, colleges and COVID-19. COVID-19 is a fast moving situation therefore this policy and any changes in guidance will be implemented as needed. Should the school or college be alerted to a confirmed case of COVID-19 in either it's staff or student group, the Executive Leadership Team will contact Public Health England on 0800 046 8687 (option 1). Trinity School and College will take action in line with the guidance given by Public Health England to safeguard learners and staff.

Statement

The child's welfare is of paramount importance. Our school and college will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

It is the responsibility of every member of staff, volunteer and regular visitor to our school and college to ensure they carry out the requirements of this policy and, at all times, work in ways that will safeguard and promote the welfare of all pupils at this school and college. This includes the responsibility to provide a safe environment in which children can learn.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. Our school will establish and maintain an ethos where our students feel secure, are encouraged to talk and are listened to. Students at our school are given the best opportunity to talk freely to any member of staff if they are worried or concerned about something.

All staff in our school and college have an awareness of safeguarding issues and the further information in Appendix 1 and 11 of this policy. We enable our staff to be aware that behaviours linked to the likes of drug taking, alcohol abuse, homelessness, county lines, children with family members in prison, children and court system, truanting and sexting put children in danger. All staff are aware of the Designated Safeguarding Lead and wider safeguarding team who are the experts within our School and College to support staff, volunteers and the senior leadership team where safeguarding concerns arise.

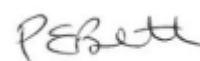
All school and college staff are aware safeguarding issues can manifest themselves via [peer on peer / child on child](#) abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults; and sexting (also known as youth produced sexual imagery). Further guidance on peer on peer abuse can be found in the Behaviour Policy and procedures and Peer on Peer / Child on Child abuse Policy. These policies include issues such as:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff are aware that expert and professional organisations are supportive of schools in providing up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES](#) , [MindEd](#) and the [NSPCC](#) websites.

As a school and college we are aware of the advice on what [sexual violence and sexual harassment](#) is, how to minimise the risk of it occurring and what to do when it does occur, or is alleged to have occurred. All staff understand what and how sexual violence and sexual harassment looks like, important contexts to be aware of, related legal responsibilities, how to respond to such occurrences and that further guidance can be found in the school and college's Peer on Peer / Child on Child abuse policy.



Paula Brett, Safeguarding and LAC Manager

Date: September 2020
Review Date: September 2021



Elizabeth Baines, Executive Principal South East

Date of policy amendments	Reason for amendment	Completed by
01.10.2020	Clarification regarding non-collection of students at the end of the day - <i>'Collection of students at the end of the day'</i>	Paula Brett
01.10.2020	Statement regarding the safeguarding of students during taster and trial periods - <i>'Safeguarding taster day and trial period students'</i>	Paula Brett
14.10.2020	Inclusion of COVID -19 Public Health England guidance line in the event of a confirmed case in the Trinity community	Paula Brett

Keeping Children Safe In Education 2020 – Compliance action taken

- Definition of safeguarding updated in policy and training materials to make it clear that both mental and physical health are relevant to safeguarding and the welfare of children
- Contextual safeguarding information with new statement on Extra Familial Harm
- Information added regarding Child Criminal exploitation and child sexual exploitation
- Information added to reinforce the link between mental health concerns and safeguarding issues
- Included supply staff explicitly in the concerns about staff information
- Added section on when to call the Police including NSPCC Link
- GDPR - data protection tool kit added
- Added link to Annex C - Online safety
- Updated to reflect mandatory RSHE from September 2020
- Updated concerns about staff in relation to transferrable risk and LADO referrals
- Developed a procedure for communicating with staff regarding which children and young people have social workers and the sharing of academic information for this vulnerable group
- Updated the Peer on Peer abuse policy and all references to it to reflect the new term - Peer on Peer / Child on Child

Guidance on responding to a child disclosing abuse:

The following list should be used as advice for teachers in the event that a child discloses information relating to abuse that they may be suffering:

* **Stay calm**

* **Listen carefully** to what is said

* **Do not promise to keep secrets** –find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others. *NB: If the child is Fraser competent (i.e.)* Professionals working with children need to consider how to balance children's rights, wishes and sharing information with their responsibility to keep children safe from harm. Underage sexual activity should always be seen as a possible indicator of child sexual exploitation. Sexual activity with a child under 13 is a criminal offence and should always result in a child protection referral.

* **Allow the child to continue at her/his own pace**

* **Only ask questions for clarification purposes** –at all times avoid asking questions that suggest a particular answer:

* **Reassure** the child that they have done the right thing in telling you

* **Tell them what you will do next** and with whom the information will be shared

* **Record in writing what was said** using the child's own words as soon as possible – note date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated. In the case that a child or adult discloses any information regarding abuse that they may have suffered, the information should be passed onto the school's Designated Safeguarding Lead.

If the Designated Safeguarding Lead is not available, any urgent concerns should be passed on to the relevant Children's Services authority or the Police.

What to do if you are concerned about a child

[Keeping Children Safe in Education 2020](#) states that:

'All staff should be aware of the process of making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments'

Trinity School and College takes steps to ensure that the designated safeguarding lead, or a member of the safeguarding team, is always available on site or via telephone however, also recognises the need to plan for unprecedented events which may prevent the team from being available.

Where staff have concerns about a child, they must follow the processes highlighted in the following diagram immediately. Failure to follow this procedure is likely to result in disciplinary action or capability procedures. All safeguarding concerns and incidents must be reported immediately. It may be necessary for staff to request duty or class cover in order that this is achieved. No safeguarding or incident reports should be made after the student has left for the day unless the incident or concern occurred at home time, outside of the school day. Staff must be proactive and consult the safeguarding team immediately if a risk of harm to the child is highlighted at home time, which may indicate it is unsafe for the child to return home. Failure to contact the safeguarding team in such circumstances is likely to represent a failure to safeguard and may result in disciplinary action.

Safeguarding taster day and trial period students

Where a student is on taster days or a trial period and safeguarding concerns are raised, Trinity School and College will follow the safeguarding procedures as outlined in this policy in addition to keeping the school or college where the student is on roll informed. Should a trial or taster day student not be on roll with another school or college, the relevant Local Authority or social worker, if applicable, will be informed.

Collection of students at the end of the day

It is the responsibility of parents and carers to ensure appropriate arrangements are in place for the collection of students at 3pm. If a parent or carer is going to be late to collect their child, the school or college office must be informed of this before 3pm so that we are able to prepare students for this change. Should a student not be collected by 4pm, this may trigger a safeguarding response and contact with social services, where no contact

has been made by parents. Should the late collection of a student be identified as a frequent occurrence, parents or carers will be invited to discuss this matter with the head of school or head of college.

Procedure for raising Concerns about a student

Concerned about a School and College student?
Step one
Complete a CPOMS report (assigning to Paula Brett). If the CPOMS system is offline, complete a paper safeguarding form and hand this immediately to a member of the safeguarding team
Step 2
After 30 minutes, check your CPOMS Dashboard to check the CPOMS report has been read by the safeguarding. If it has not been read you must speak to a member of the safeguarding team.
Step 3
If there is no member of the safeguarding team onsite, call the school mobiles: 07376 521438 / 07903 071255
Step 4
If you believe a child is in danger and you have not been able to contact any of the safeguarding team or reach anyone on the school mobile, you will now have to make a referral to social services
Step 5
Using the students postcode, use this link to find which local authority social services you must contact
Step 6
Follow the onscreen instruction to make the referral
Step 7
Follow social services instructions which may include calling the Police, providing further information or preventing the child from going home. Keep accurate notes of your actions noting the time each step was taken
Step 8
Email safeguardin@trinityschoolrochester.co.uk as soon as possible providing details of all actions taken

Procedure to follow if a student is found to be missing

Step 1
Immediate location searched (rooms immediate adjoining location) Time must be noted
Step 2
If not found – radio call ‘This is a safeguarding message, does anyone have eyes on (student’s first name, class)’
Step 3
Safeguarding team member to go to school or college office with head of school or college and together with office staff monitor radio messages and note time
Step 4
ALL STAFF to check their immediate location – no staff to use radios unless in relation to missing child or young person
Step 5
If not found, time to be noted and buildings to be searched again by safeguarding team and any available staff
Step 6
If still not found after 15 minutes, college office staff to call 999 and head of college (or deputy) to inform parent, carers and social worker as appropriate and DSL

Safeguarding Contacts within Trinity School and College

Safeguarding Governance	Elizabeth Baines	Executive Principal	ebaines@trinityschoolrochester.co.uk	07903 071255
Designated Safeguarding Leads	Paula Brett	Safeguarding and LAC Manager – School and College	pbrett@trinityschoolrochester.co.uk	01634 812233
	Jackie Woolmer	Deputy Safeguarding and LAC Manager - School and College	jwoolmer@trinityschoolrochester.co.uk	01634 812233
Safeguarding DSL trained staff	Carol Sargeant	Safeguarding Coordinator - College	ccarol@trinityschoolrochester.co.uk	01634 819645
	Michelle Male	Safeguarding Coordinator - College	mmale@trinityschoolrochester.co.uk	01634 819645
	Thomas Furnell	Head – College	tfurnell@trinityschoolrochester.co.uk	01634 819645
	Kieren Martin	Deputy Head - School	kmartin@trinityschoolrochester.co.uk	01634 819645
	Angela Fowler	Head of Pastoral Care – School and College	afowler@trinityschoolrochester.co.uk	01634 819645
	Gary Hunsley	SEN Specialist Teacher – School and College	ghunsley@trinityschoolrochester.co.uk	01634 819645

Safeguarding Panel	Elizabeth Baines	Executive Principal	ebaines@trinityschoolrochester.co.uk	01634 812233
	Georgina Moorcroft	Head - School	gmoorcroft@trinityschoolrochester.co.uk	01634 812233
	Paula Brett	Safeguarding and LAC Manager	pbrett@trinityschoolrochester.co.uk	01634 812233

Safeguarding Vulnerable adults specialist	Georgina Moorcroft
Safeguarding ICT support and guidance	Peter Morley
NSPCC Graded Care Profile 2: Safeguarding trainer Certification	Georgina Moorcroft
Safer recruitment trained staff	Elizabeth Baines Lesley Cook Angela Fowler Thomas Furness Janice Kearns Kieren Martin Hayley Furnell Georgina Moorcroft Paula Brett Michelle Male Helena Phillips
Certificate in Child Protection in Sport	Andy Briggs Nikki Miles

1. Contents

Trinity School and College fully recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children and their families, in line with early help ethos.

Practitioners who work with children in this school and college will read this policy within the framework of the following guidance:

- Keeping Children Safe in Education: Statutory Guidance (2020)
- Working Together to Safeguard children (2018) Statutory Guidance
- [What to do if you're worried a child is being abused \(2015\)](#)
- Early help: Whose responsibility? A [thematic inspection](#) by Ofsted March 2015

Staff receive safeguarding as a staff group training twice annually in addition to weekly updates within staff briefings. All staff must read and sign a copy of Keeping Children Safe in Education 2020 Part 1 and Annex A. Part 1 and Annex A are also provided via email so that members of staff can access and use the hyperlinks as reference materials and further reading.

Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers in school and college have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage.

This policy sets out how the school and college's senior leaders discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school and college. Our policy applies to all staff; paid and unpaid, working in the school including governors.

2. Purpose and aims

The purpose of Trinity School and College's safeguarding policy is to ensure:

- **Building resilience** - raising awareness of child protection issues and equipping children with the language and skills needed to keep them safe. Establishing a safe environment in which children can learn and develop within an ethos of openness;
- **Early Identification** – acting on the identification of additional needs immediately; undertaking an early help assessment; leading on the development of a plan and coordinating a team to support the agreed actions. Voluntary agreement with families
- **Supporting vulnerable pupils** - supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse and exploitation for many reasons
- **Preventing unsuitable people from working with children** - ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- **protecting children from maltreatment**
- **preventing impairment of children's mental health and physical development**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care**

Trinity School and College will take action to enable all children to have the best outcomes.

We will follow the procedures to:

- Safeguard and promoting the welfare of children is everyone's responsibility.
- Protect children and young people at our school from maltreatment and exploitation
- Prevent impairment of our children and young people's health or development.
- Ensure that children and young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
- Offering children a balanced curriculum including PSHE (Personal, Social and Health Education); [RSE \(Relationships and Sex Education\) which is statutory from September 2020](#)
- Offer children and young people a balanced curriculum through online activities, enabling them to enhance their skills and knowledge whilst understanding the risks.
- No single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.
- Undertake the role so as to enable children and young people at our school to have best outcomes. To consider at all times the best interests of the child/ren.
- As a school we have a clear understanding of our staffing group knowledge and understanding to embed safeguarding through systems so that safeguarding is a robust element of our school.
- Clear monitoring and reviewing process that the Governance arrangements of the school manage/develop.
- Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.
- The voice of the child is evident in case files and informs schools policy developments.
- This policy has been developed to give clear direction to staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our children at our school.
- We have a commitment to safeguarding/child protection in a multi-agency environment.
- This policy is read in conjunction with the school behaviour policy.
- The first step is to be alert to the signs of abuse, exploitation and neglect, to have read this document and to understand the procedures set out in our school and Safeguarding Partners. As a staff member you should also consider what training would support you in your role to fulfil this duty.

Trinity School and College works alongside multiple safeguarding partners outside of Medway. This is due to the wide geographical area from which children travel to attend Trinity School and College and the requirement to refer to social services in the local authority where the child resides.

3. Ethos

The child's welfare is of paramount importance, we are a child-centred school and college.

We maintain a professional attitude of 'it could happen here' where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in conjunction with our school culture of prevention, protection and support.

Our school and college will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school and college are encouraged to talk freely with any staff member at our school and college if they are worried or concerned about something. We follow the below guidance: [what-to-do-if-you-are-worried-a-child-is-being-abused](#)

Raising awareness of child protection issues and equipping children with the language and skills needed to keep them safe. Establishing a safe environment in which children can learn and develop within an ethos of openness.

Staff are alert to identifying and acting on additional needs can be preventative in matters escalating to serious safeguarding concerns and will ensure through assessment of the whole family needs that support is coordinated immediately.

RHSE

From September 2020, RHSE is compulsory for all schools. Trinity School and College recognise the importance of RHSE in the curriculum and its importance in protecting and safeguarding students. Trinity School and College will deliver this curriculum using language students are able to understand, promote the rights of students and ensure that students know where to go to source additional information. All staff will maintain an open and honest dialogue with students and be available to answer questions or help the student seek further support as appropriate. All staff will be alert to potential safeguarding issues this curriculum may highlight and report there to the Designated Safeguarding Lead as required.

4. Safeguarding Definitions

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school and college play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. We also have developed systems as described in [Working-Together-to-Safeguard-Children 2018](#) to form a wider system and prevent concerns from escalating.

5. Roles and Responsibilities

The Executive Headteacher, Head of School and Head of College are accountable for ensuring the effectiveness of this policy and school compliance.

The Executive Principal has appointed Paula Brett as the Designated Safeguarding Lead (DSL) who is part of the Executive leadership team, they will monitor this post to ensure post holder has the time and resources required to fulfil the duty.

The Designated Safeguarding Lead and all those on the safeguarding team have the job description (Deputy Designated Safeguarding Lead) (appendix B KCSIE 2020) added to their job description where they have safeguarding team responsibilities. The Senior Leadership Team have shared the content of "Keeping Children Safe in Education" (2020) with the Designated Safeguarding Lead and the safeguarding team are confident the individuals have the knowledge, understanding to carry out their roles appropriately. The designated safeguarding lead training is compliant with Medway Safeguarding Partnership guidelines.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

The Executive Principal alongside the Governance Body ensures that the designated safeguarding lead understands they have the responsibility in leading safeguarding and child protection across the school and college. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school and college on child welfare and child protection. The designated safeguarding lead and safeguarding team receive appropriate and regular supervision from the senior leadership team above which is required by Keeping Children Safe in Education 2020.

The Executive Principal, Head of School and Head of College ensure the school and college is compliant with section 157 of the Education Act 2002 and the Education Regulations 2003 requires proprietors of Independent Schools to have arrangements for safeguarding and promoting the welfare of pupils at the school. The Executive Lead returns their 157 report to the Local Authority/Medway Safeguarding Partners. Any areas of concern in safeguarding are identified and action plan/risk assessment is developed annually. The Executive Lead and Senior Leadership Team body ensures the school and college contributes to inter-agency working in-line with [Working-Together-to-Safeguard-Children](#) (2018) appropriately.

The Executive Principal and the Executive PA ensures safer recruitment procedures that include the requirement for appropriate checks in line with national guidance (see: [Safeguarding Children and Safer Recruitment in Education Booklet](#)).

The Executive Lead and safeguarding team has developed an overview of training schedule in line with KCSIE 2020 and future training requirements and this is updated each term. All staff and volunteers have received an induction, which includes initial safeguarding training compliant with local Safeguarding Partner standards. Following this, all staff complete extensive and ongoing online training with Educare up to Level 3. All staff and volunteers have read and understood the staff code of conduct annually and Keeping Children Safe in Education 2020 including hyperlinks. The School has developed

a system in-line with guidance below to ensure that [regulated and non-regulated activities](#) and staff supervision is understood across the school. The identification of volunteers, students, visitors can be clearly identified by our lanyard system and through staff communications.

The Executive Principal and senior leadership team ensures there is a current [whistle blowing](#) policy and that staff have received a copy and have the opportunity to raise concerns in line with KCSIE 2020. There is a culture evident in school to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

The Executive Principal and safeguarding team ensures all staff are aware of the NSPCC (National Society for the Prevention of Cruelty to Children) [whistleblowing-helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

[Medway Professionals Procedures whistle blowing arrangements for safeguarding children](#)

The Executive Principal and senior leadership team has a schedule of policies and procedures and set reviews timetabled annually to ensure they are current. Policies are updated before annual review dates where procedure of legislative changes are required to be reflected in school and college policy. The Governance body and designated safeguarding lead coordinate the updates with training schedules to support the culture of learning for all staff/volunteers. The School and college updates parents of new policies updates through parent mail communications

The Executive Principal and safeguarding team have ensured teaching staff are aware of their responsibility in reporting the disclosure of Female Genital Mutilation (FGM) that appears to have been carried out directly to Police (KCSIE 2020). Further guidance can be sourced at [Government publications mandatory-reporting-of-female-genital-mutilation-procedural-information](#). Teaching staff have a requirement to update the designated safeguarding lead of the notification to Police. Further guidance to be found on [multi-agency-statutory-guidance-on-female-genital-mutilation](#) (Female Genital Mutilation Act 2003) [Medway policies and procedures](#).

The Executive Principal and safeguarding team have ensured teaching staff are aware of their responsibility in reporting the disclosure of Honour Base Violence and Forced Marriage (KCSIE 2020) to the Police. Teaching staff have a requirement to update the designated safeguarding lead of the notification to Police. Further guidance to be found at [MCSB](#).

The Executive Principal has ensured that all staff understand that upskirting is now a criminal offence. Further information can be found in the school and college's Peer on Peer / Child on Child abuse Policy.

The Executive Principal and senior leadership team have identified a number of Deputy Designated Safeguarding Leads who are trained at the same standard as the Designated Safeguarding Lead (KCSIE 2020). The Designated Safeguarding Lead can delegate activities to the Deputy Designated Safeguarding Lead yet the ultimate responsibility still remains with the Designated Safeguarding Lead, the lead responsibility is never delegated. In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will take on Safeguarding lead with clear direction from the Senior Leadership Team.

Mental Health

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

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

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

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

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

6. Designated Safeguarding Lead and the safeguarding team

The Designated Safeguarding lead will carry out their roles in accordance with [Keeping Children Safe in Education 2020](#)

Management of referrals: The designated safeguarding lead and safeguarding team continually develops an understanding of the community the school and college serves, the risks and resilience. The designated safeguarding lead and safeguarding team will have an understanding of staffing, volunteers and Governance arrangements and training needs for safeguarding across the school and college updating the Executive Principal and the Governance body every term.

Refer cases of suspected abuse to Local Authority children's social care (First Response and Assessment service) as required. Cases of suspected abuse will be reported to the local authority where the child lives. An appropriate representative will represent school and college at child protection conferences and core group meetings completing a Child Protection Conference report. The Designated Safeguarding lead will be the expert within the school and college to support staff in liaising with other agencies, making assessments and referrals. Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

The Designated Safeguarding Lead will support staff that make referrals to local authority children's social care, First Response; Multi agency Safeguarding Hub (MASH) in the relevant local authority area. Schools and Colleges have access to a first response no

name consultation for guidance on thresholds in some local authority areas such as Medway and Kent.

The Designated Safeguarding Lead will refer cases to the [Channel programme](#) where there is a radicalisation concern as required; also support staff that make referrals to the Channel programme; completing appropriate risk assessments. 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. Trinity School and College recognises that all of its students are at increased risk of radicalisation due to their specific SEND. This is reflected in each student's individual risk assessment. Staff took part in NCFE Level 2 PREVENT training in January 2019.

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

The Designated Safeguarding Lead will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and in line with the Executive Lead's agreement.

Designated Safeguarding Lead will refer cases where a crime may have been committed to the Police as required.

Designated Safeguarding Lead will be responsible to ensure there are maintained, robust systems to monitor and record training of all staff, volunteers, they will be reviewed annually and refresher time scales of training are evident. Training is delivered in-line with [Training-Quality-programme](#). This will include online training through Educare, bespoke in-house training, NCFE qualifications, staff development day training as well as external events attended. Weekly updates are shared with staff and there is a system to record these communications.

Designated Safeguarding lead will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child, how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers. All staff receive basic safeguarding training as part of their first day of induction.

The Designated safeguarding Lead and safeguarding team monitors the electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, and timely, also assessment/referrals are made appropriately. The recording and storing of information is kept in-line with [the-data-protection-act](#). Safeguarding and child protection records are kept separate from academic records in the safeguarding office of the school and college; any files sent on

to subsequent schools are copied and archived in line with the keeping records safe policy. A chronology case management system is at the front of all child/ren files and electronically as appropriate; this gives clarity on summary/recognition of cumulative low level concerns which need to be monitored/raised. The Executive Principal ensures that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing 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.

The Designated Safeguarding Lead has developed systems for case management which are detailed, accurate, secured either through electronic records of concerns or referrals. There is a system to monitor the quality of records through auditing of case files on a scheduled basis. Systems are compliant with [the data protection act](#) and in line with [: toolkit for schools](#).

The Designated Safeguarding Lead will inform the data officers when files need to be taken offsite to attend Child Protection (Children's Act 1989 section 47), Child in Need (Children's Act 1989 section 17), [Early Help transformation team](#) (EHA) and when they are returned; for what purpose e.g. case review meeting, [SCR](#) (Serious case reviews), [DHR](#) (Domestic Homicide Reviews). The nature of the content of the files will not be disclosed however a list of documents will be recorded for example: 6 A4 sheets – incident reports, 1 Chin review report containing 7 pages

The Designated Safeguarding Lead will share risks and resilience of pupil/student proportionately with staff members/volunteers on a "need to know and in the child's best interest" and this is recorded and monitored to ensure risks/progress of pupil/student is understood. The Designated Safeguarding Lead will clearly state reasons for sharing this information and that this is carried out in strict confidentiality, we follow [safeguarding-practitioners-information-sharing-advice](#). All staff at Trinity School and College understand that sharing information widely and unnecessarily can place a child in harm. Failure to follow school policies on information sharing can lead to disciplinary action.

The Designated Safeguarding Lead ensures systems are in place to induct new staff are robust and monitored and non-compliance is shared with Senior Leadership Team.

Designated Safeguarding Lead understands and supports the school and college with regards to the requirements of the [Prevent duty](#) and is able to provide advice and support to staff on protecting children from the risk of radicalisation. Schools on-line safety policy links with this policy and [Medway policy and procedures](#).

School and college policies are available on the school and college website or by request from the school or college office.

office@trinityschoolrochester.co.uk

All staff will have access to resources and attend any relevant or refresher training courses to update their professional development within safeguarding. Designated Safeguarding Lead coordinates this centrally. The Teachers' Standards 2012 [teachers-standards](#) state that teachers, including Head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Executive Principal, senior leadership team and safeguarding team encourages a culture of listening to children and taking account of their wishes and feelings, all staff will assist with any measures the school or college may put in place to protect them. Designated Safeguarding Lead has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded using [Medway Professionals Procedures](#)

Working with others: The Designated Safeguarding Lead and safeguarding team will liaise with the Executive Principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

The Designated Safeguarding Lead will notify Children's Social Care if a child with a child protection plan is absent for more than two days without explanation. A pupil who does not attend without explanation on the am session for school; this will be followed up within 24 hours.

Designated Safeguarding Lead as required will liaise with the "case manager" and the LADO (Local Authority Designated Officer) at the local authority for child protection concerns (all cases which concern a staff member);

Designated Safeguarding Lead will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for all staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

Designated Safeguarding Lead will inform where a parent chooses to remove their child/ren from school to Elected Home Educators ([EHE](#)) the school will make arrangements to pass any safeguarding concerns to the EHE Team within Medway Council or any other relevant local authority and inform other professionals who are involved.

If a pupil is withdrawn from the School having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the School to which they are being admitted and to ensure that their educational records are sent without delay to the child's new School. If the parent/carer fails to provide this information, this may trigger a safeguarding response. A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations and when advised by the placing authority.

The school at times may require further assistance from [interpreters](#) to support child and families; we will always use services to support us. These services will be accessed with support of the Designated Safeguarding Lead.

7. Working with Parents/Carers

The school is committed to working in partnership with parents/carers to safeguard and promote the welfare of child/ren and to support them to understand our statutory responsibilities in this area. The Executive Principal, senior leadership team and safeguarding team liaise with parents where specific safeguarding issues arise, provide information for parents through parent mail communications and actively encourage parents to be aware of our policies, challenging our practice where appropriate.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request; it is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues/ other agencies with child protection enquiries and what happens should we have cause to make a referral to [Early Help Service](#) or other agencies. This is done verbally when parents are contacted regarding specific issues, communicated via our policies and by other means such as the parent safeguarding information leaflet.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child/ren.

We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Children's Social Care and Multi – Agency Risk Assessment Conference (MARAC) in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- To hold two emergency contact numbers;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above);
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, contact orders, non-molestation orders, court orders, Multi – Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. Copies of our keeping data safe and GDPR data protection policy are available from the school or college office or by emailing: office@trinityschoolrochester.co.uk

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. This will usually take the form of a telephone conversation between Trinity's designated safeguarding lead and the same professional in the new school or college.

8. Procedures for Managing Concerns

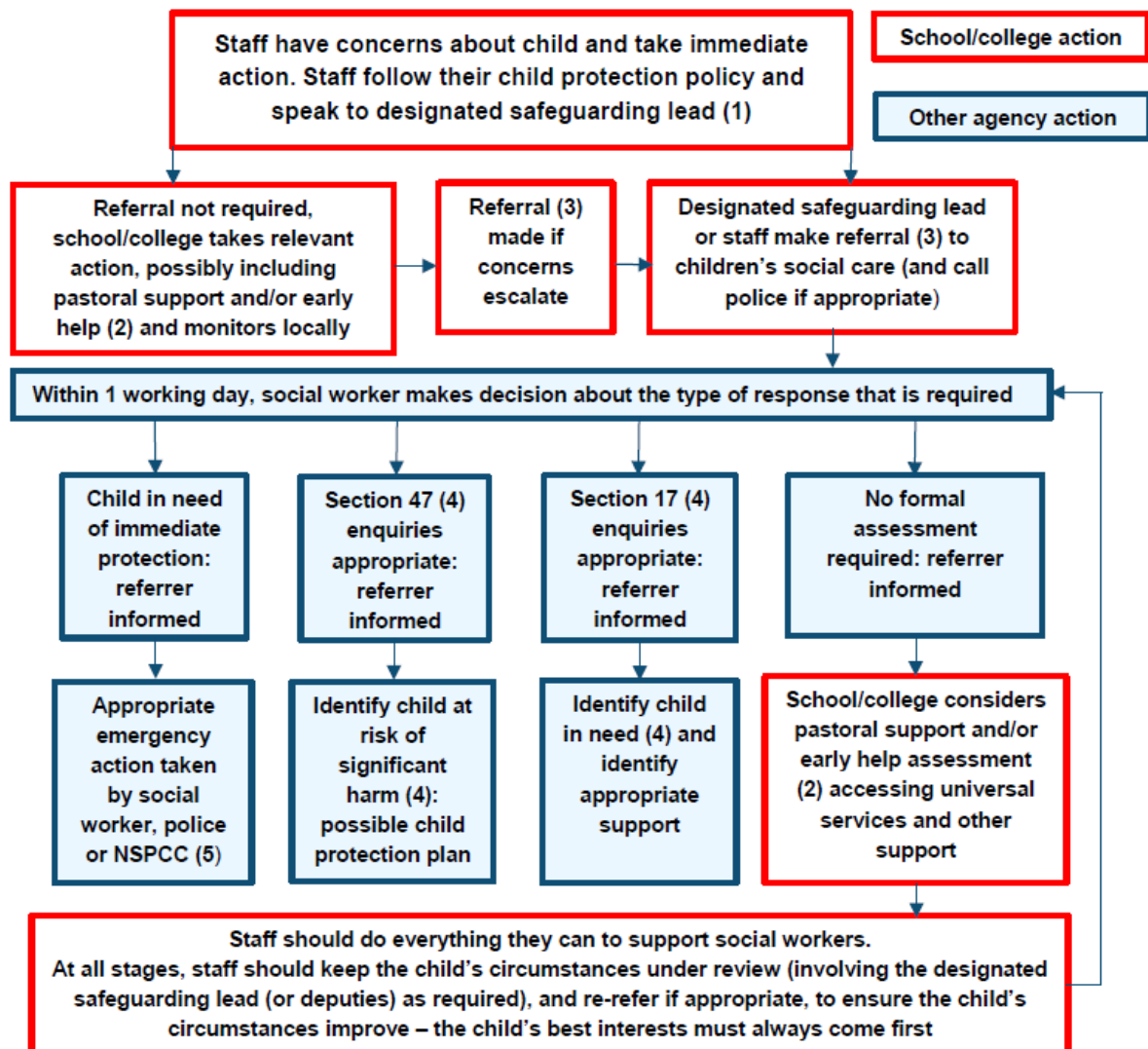
In line with [Keeping Children Safe in Education 2020](#), all staff know that it is their responsibility to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information. Following guidance [What to do if you're worried a child is being abused-Advice for Practitioners](#). If a child reports, following a conversation you have initiated or otherwise, that they are being abused and/or neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place.

At Trinity School and College, the safeguarding team are available to speak to onsite however in very unusual circumstances, it may be necessary to call the school mobile to speak to a member of the team. If a member of the safeguarding team is not available to speak to, the member of staff with the concern about a child must report this to social services in the local authority where the child lives. Where the child is a looked after child, their social worker must be contacted using the number found on their pupil profile professionals contact sheet as well as referring to social services as necessary.

The diagram below, lays out the process where actions need to be taken when there are concerns for a child. The diagram shows that where a referral is made to social services, a social worker must make a decision about the type of response needed within 1 working day of the referral.

Actions where there are concerns about a child



All concerns about a child/ young person or family should be reported without delay using our electronic system. Reports must be in the agreed format and reported immediately. This is a basic employment expectation of all staff at Trinity School and College. Failure to follow these procedures will result in disciplinary or capability procedures as appropriate.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider what action to take and seek further advice from First Response and Assessment Service. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented on the child's record. When any member of the safeguarding team thinks they need to make a referral to social services, this must be discussed with another member of the safeguarding team. When a referral is made, all members of the safeguarding team are made aware through an alert on our electronic case management system.

It is not the responsibility of the school to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, we will have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Staff members are encouraged, if they have any concerns about a child to have a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care (using portal) or Police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the child's local authority Safeguarding Partners.

If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what the next stages are.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy or Safeguarding Partners, they should raise their concerns with Executive Principal. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact First Response and Assessment Service directly with their concerns using link below.

The below hyper link directs you to your local children's social care contact number; [Report-child-abuse-to-local-council](#).

Trinity School and College is located within Medway Local Authority however not all of its students live in Medway. Where Trinity has concerns that Medway has not addressed concerns raised about a Medway child, an escalation will be submitted to challenge any action taken. This is detailed below. Where a child lives outside of Medway, Trinity School and College will follow the same escalation procedure for the relevant local authority.

[Escalation Procedure \(Professional Disagreement\)](#) – Safeguarding Partners expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work. Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached. The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the schools Designated Safeguarding Lead.

SARP (Safeguarding and Reflective Practice) meetings are held weekly and include the Safeguarding and LAC Manager and Deputy, in addition to the college safeguarding coordinators. During this meeting, cases are discussed along with opportunities to reflect on safeguarding practice. This may include challenge of decisions made and help to identify opportunities for professional escalation and challenge. Minutes of these supervision meetings are held and maintained electronically Paula Brett. SARP outcomes are then discussed during Executive Senior Leadership Meetings as appropriate.

Trinity School and College is signed up to [Operation Encompass](#) and as such, will receive notification from Police where they attend domestic incidents that occur in the homes of

our students. The safeguarding team have undergone training and achieved Operation Encompass Key Adult Status.

9. Early Help

Trinity School and College staff are aware of how to access Early Help services and to recognise when students may benefit from Early Help Services. Trinity School and College staff underwent training in Early Help services in September 2019 and this was updated in September 2020. This included identifying emerging problems and the services Early Help can offer. Early Help referrals and cases management are the responsibility of the safeguarding team.

Every member of staff including volunteers working with children at our school and college are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. Any child may benefit from early help, yet staff should be particularly alert to potential need for help for a child who:

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

Early help is a key part of a wider continuum of engagement with families and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early help.

Practitioners should consider if Early Help support would be beneficial to a child and their family when:

- Age appropriate progress is not being made and the causes are unclear or development progress is being met
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Child/ren do not meet Safeguarding Partnership threshold, or other relevant local authority threshold, yet concerns are emerging e.g. attendance, behavioural, social or physical wellbeing academic progress.

Trinity School and College may request the support of Medway Council (or other relevant local authority) Early Help Transformation Team (EHTT) for support to undertake an EHA (Early Help assessment) to bring in further specialist support for certain issues for the whole family that could be impacting on the development of the child (housing/debt/worklessness; criminal activity; substance misuse or mental health; domestic abuse). Trinity School and College will keep records of all decisions and support considered in line with the Keeping Data Safe Policy and the GDPR Data protection policy.

At Trinity School and College, Early Help referrals are made by the safeguarding team. Any member of staff can ask for a referral to be made however the safeguarding team are best placed to manage the case going forward and are in possession of any relevant safeguarding information.

10. Types and Signs of Abuse and Exploitation

As a school and college we are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another for further guidance: [Promoting the welfare of children](#). For Trinity School and College students, the individual needs of students and safeguarding contexts can influence the signs of abuse displayed by the child.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as

masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) : Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Appendix 12

11. Child Protection Conferences

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

[Section 47-](#) Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation, or other so-called Honour Based Abuse, and extra-familial threats like radicalisation and sexual exploitation.

Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children

If there is section 47 enquiries during School Holidays - If an allegation / concern of abuse or neglect occurs during school holidays the relevant Children's Social Care Services (Medway) social worker should make direct contact with Trinity School and College via the school and college mobile: **07903 071255** . When possible, the member of staff will be contacted whom has first-hand knowledge of the child and access to school records. Medway Safeguarding Children Partnership and Kent Safeguarding Children Partnership hold contact details on file for safeguarding staff at Trinity for use during the school holiday.

[Children's Services](#) will convene a [Child Protection conference](#) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

Designated Safeguarding Lead/Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. In any event, the person attending will be required to provide as relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The representative attending must contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by the relevant Safeguarding Partnership area. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development, the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school through the Designated Safeguarding Lead.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Early Help Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Child in Need (section 17)

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required using a Safeguarding Partner consultation.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child/ren are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.

- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- If they are disabled.
- Where prevention strategies have been designed and monitored without desired outcomes being met.

If the Designated Safeguarding Lead or safeguarding team considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response and Assessment Service [Medway Thresholds-for-Intervention-Guidance](#) or the appropriate social care team if a different authority; to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the Designated Safeguarding Lead may discuss the issues with the First Response and Assessment Service; as this may escalate concerns.

Appropriate school/college staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

12. Curriculum

Throughout our curriculum, we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. All our curriculum activities are structured around the additional needs all of our students have which can make them vulnerable to manipulation and coercion. Students are equipped with the skills to recognise situations where they may be more vulnerable and the language needed in order to communicate in these circumstances. The curriculum is continually evolving to adapt to the changing context within which the school and college is located and the contexts around individual students in different geographical locations and social groups.

It is the responsibility of every staff member, supply staff, volunteer and regular visitor to the school to carry out the requirements of this policy so that we can provide a safe environment in which children can learn, this is covered in induction.

Trinity School and College acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum coordinators will consider the opportunities that exist in their area of responsibility for addressing the "Every Child Matters" outcomes framework. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

Character Education, Curriculum for Life and PSD/PSE Programmes

As part of developing a healthy, safer lifestyle, pupils will be taught, for example;

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;

- to recognise when pressure from others (including people they know) threatens their personal safety and wellbeing.
- To develop an understanding on issues relating to healthy relationships, sex education and health which is mandatory teaching from September 2020

Computing [ICT] Online Safety

All computer equipment and internet access within the School will be subject to appropriate “parental controls” and Internet safety rules.

E Safety is a module of study for all learners. Online safety is taught yearly as the first course on the ICT scheme of work. This is a mandatory element of Safeguarding for students. The ICT instructor is the trained Internet Safety Specialist in the school.

The following resources are available to support schools, staff and volunteers in keeping children and young people safe online:

- [Education for a Connected World](#) framework from the UK Council for Child Internet Safety (UKCCIS)
- [Guidance](#) from the PSHE Association
- [Be Internet Legends](#) by Parent Zone and Google
- [Think u know](#) CEOP advice on online safety
- [Disrespect Nobody](#) advice on sexting, pornography and healthy relationships
- [Educate Against Hate](#) advice on preventing children’s exposure to radicalisation and extremism online

English, Literacy

As part of the English and Literacy curriculum, learners are encouraged to develop communication skills and to build resilience and resistance to any negative pressure which could be deemed as inappropriate.

Children and young people develop emotional literacy and intelligence in order that they may take responsible steps to safeguard themselves and reduce their vulnerability as young people and as future adults.

Food Technology and Catering

This curriculum promotes the healthy living skills needed for life, whilst preparing young people for a safe and healthy adult life.

Life and Social Skills

These curriculum areas encourage the healthy lifestyles of pupils. The school provides fresh cold water and parents are provided with information on healthy packed lunches for their children.

Employability

This curriculum provides learners with an understanding of their rights and responsibilities which will safeguard them as young adults.

Physical Education

Working in collaboration with Medway Park Leisure Centre, Trinity provides high quality Physical Education and sport to promote physical activity. Within the grounds of the school, a range of apparatus and games are available for learners to use, creating situations for activity and communication.

Trinity School and College has two qualified person holding the Certificate in Child Protection in Sport who are trained to deliver the Sports Leaders Programme.

ASDAN programmes including

ASDAN Bronze Silver Cross Curricular Learning; Certificate of Personal Effectiveness; Wider Key Skills; Employability and Community Studies provide opportunities for learning which promote healthy and safe lifestyle choices, independence and the development of young adults for our modern world

Our curriculum will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. The school Curriculum for Life, Personal and Social Development, Personal and Social Education and ASDAN Life and Social Skills programmes, including Sex and Relationship Education, Drug and Alcohol Education supports a greater awareness in our young learners about the world around them and through instruction develop functional, wider key and personal effectiveness skills for life. We provide a varied curriculum through PSHE, SMSC, British values, on-line safety, expert visitors and curriculum enrichment such as the Anne Frank programme, Trinity Ambassador scheme and links with The Royal British Legion.

As a school and college, we are passionate in the ways we encourage children to learn and share their views. All students take part in student voice sessions where they are encouraged to discuss topical events and ideas. Students also have access to a large emotional wellbeing team with whom they can practice sharing information, construct thoughts and learn about its impact.

13. Educational Visit

Risk assessments and all planning are available to view in the LOTC (Learning outside of the classroom) Policy. All Trinity School and College students have individual risk assessments which must be consulted when planning a trip or learning opportunity. The specific risks and safeguards around LAC learners must also be considered and trips adjusted accordingly to accommodate the needs of this most vulnerable learner group.

14. Children with Medical Needs (including administering medicine)

Our school and college will adhere to [supporting pupils at school with medical conditions](#) (2015 updated 2017) working with parents/carers to ensure:

- Pupils at school and college with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies must ensure that arrangements are in place in schools and colleges to support pupils at school and college with medical conditions.

- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

15. Safer Recruitment and DBS Checks

At Trinity School and College, all the senior leadership team have completed safer recruitment training. At all times the Executive Lead and senior leadership team will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, 2019). Further information can be found in the Safer Recruitment Policy on the school and college website and by request from the school and college office.

Safer recruitment procedures will include the requirement for appropriate checks in line with national [Schools recruitment Safeguarding Children and Safer Recruitment in Education Booklet](#).

At Trinity School and College, we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. Trinity School and College will question the contents of the application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks; we may use other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will question gaps in employment and education records.

Trinity School and College will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly. The Executive Principal and the Executive PA will check the SCR on a half term basis and record inaccuracy and actions; reporting this to Senior Leadership Team and Governance as appropriate.

Trinity School and College does not employ supply to cover absence believing that building in the capability to cover lessons at short notice into our timetables as best practice to ensure continuity for our students. Trinity School and College does have some staff on long term agency contracts and all checks are in place to secure the safety of learners.

16. Safer Working Practice

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. Adults who work with students at Trinity School and College must be aware of the additional skills necessary to work with children with special educational needs and are committed to continual professional development in order to support this vulnerable group to the best of their ability.

All staff including supply teachers/volunteers will be provided with a copy of our school's code of conduct at induction and annually. This is also available on the School and College's online staff area. They will be expected to know our school's Code of Conduct

and policy for positive handling of pupils; they carry out their duties in accordance with this advice. There may be occasions when some form of physical contact is inevitable, for example if a child has an accident, is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for de-escalation/safe restraint must be adhered to. A list of staff that have accessed Team Teach physical intervention training will be kept by the Executive PA in addition to a list maintained by Mr Furnell, Head of College and Mr Martin, Deputy Head of School. This list will be kept in line with [use of reasonable force](#) DfE guidance. All incidents will be recorded in-line with guidance on our electronic case management system. The safeguarding team will be notified via an alert on the electronic case management system the event of any reasonable force and team teach hold. Further details can be found in the Incident Policy available on the staff online area or by request from the school and college office.

If staff have to work alone with students they will, wherever possible be visible to other members of staff and only do so once they have read and understood the lone working policy and read the students risk assessment and specific lone working policy where applicable. They will be expected to inform another member of staff of their whereabouts in school, who they are with, for how long. It is advised that an email is sent to allstaff@trinityschoolrochester.co.uk to make all staff aware of lone working so that they may check in on the staff member and student at intervals. It is good practice to place a sign on the outside of the door with initials of the student and member of staff inside the room. Where there is known to be a specific risk when working alone with a particular student, a child specific lone working agreement will be put in place. The existence of such a Lone working arrangements must form an agenda point of all therapy and wellbeing team meetings.

Parents, visitors, helpers and contractors are never left alone with students.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction and is available in the staff handbook on the online staff area. These are sensible steps that every adult should take in their daily professional conduct with children. Further advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Educational settings](#)', DCSF, March 2009. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Trinity School and College staff are expected to role model expected behaviour at all times. Staff are expected to promote and maintain positive and professional interactions with all colleagues, parents, professionals and students. Trinity School and College staff understand that any behaviour that is: disrespectful; be based in bullying, harassing, intimidation or any other form of behaviour covered in the staff code of conduct; may be subject to disciplinary action against them. All staff must be aware of changes to the LADO referral criteria 2020 and how this impacts on their behaviour within the setting, in the community, online and within all aspects of their personal lives.

Keeping Children Safe in Education 2020 the following guidance is given regarding behaviours which may pose a risk of harm to children to include:

'anyone working in school or college that provides education for children under age 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk)

There is a legal duty for schools and colleges to refer staff, supply and agency staff or volunteers to the LADO service where the criterion is met that a criminal offence has occurred. The Police may also be contacted if appropriate.

17. Educational Visitors to School

The school will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity.

In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advice and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2019
- We have clear visitors’ procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
- Visitors are expected to sign the visitors’ book and wear a visitor’s badge.
- All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff. Visitors’ policy links with the [Prevent duty](#).

18. Managing Allegations: (split into two sections)

Section 1: PEER on PEER / CHILD ON CHILD

The Executive Lead and senior leadership team ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Head Teachers.

Our aim is to provide a safe and supportive environment that secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Trinity School and College has a Peer on Peer / Child on Child abuse Policy which is available on the school website and by request from the school or college office.

Peer-on-peer abuse is captured in four key definitions (Firmin 2013a):

1. The definition for domestic abuse ([Home Office 2016](#)) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
2. [The definition for child sexual exploitation \(2017\)](#) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
3. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
4. Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

The term peer-on-peer / child on child abuse can refer to all of these definitions. Any response to peer on peer abuse needs to cut across these definitions and capture the complex web of young people's experiences.

Our response to peer on peer abuse needs to have a holistic assessment of both/all of the young people's needs; an assessment of the 'perpetrator' of the abuse will also be required if they are under the age of 18. At Trinity School and College, the wider definition of 'child' is used to include all students within the school and college.

The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

We are clear as a school in our understanding of consent:

The Sexual Offences Act 2003 states consent is *'if she or he agrees by choice, and has the freedom and capacity to make that choice'*. There are three important parts to this.

- *choice* – a deliberate decision:
- *Capacity* to consent. E.g. is the person old enough, are they intoxicated by alcohol or affected by drugs?
- whether a person makes their choice *freely*, without manipulation, exploitation or duress.

Section 2: MANAGING ALLEGATIONS AGAINST STAFF, VOLUNTEERS:

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. Trinity School and College will always take any allegation made against staff, supply or agency staff and volunteers seriously and thoroughly investigate the allegation.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined by our safeguarding partners are followed and Part 4 of ['Keeping Children Safe](#)

[in Education](#)', DfE (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on **01634 331065**

If an allegation is made or information is received about an adult who works in our setting that indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Executive Principal and designated safeguarding team immediately. Should an allegation be made against the Head of School or Head of College, this will be reported to the Executive Principal and Designated Safeguarding Lead. In the event that either the Executive Principal or Governance Body is uncontactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or reported to Cavendish Education Group.

The Executive Principal will seek advice from the LADO within one working day. No member of staff or the Governance body will undertake further investigations before receiving advice from the LADO.

Any member of staff, agency or supply staff or volunteer who does not feel confident to raise their concerns with the Executive Principal, Headteachers, designated safeguarding lead or Cavendish Education Group should contact **the LADO directly on 01634 331065**

Trinity has a legal duty to refer to the [Disclosure and Barring](#) Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR the Designated Safeguarding Lead has a responsibility to inform barring service.

19. Vulnerable Children – including Looked after Children (LAC)

All students at Trinity School and College have increased vulnerabilities due to their SEND. LAC are recognised as Trinity School and College's most vulnerable group.

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of 10 school days or more. If we have not had any contact from a parent or carer for 3 consecutive school days when a student is absent, the safeguarding team will make a welfare call to the student's home.

We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Our staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

As a school we are aware that the potential for children with Special educational needs and disabilities (SEN-D) may have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child.

Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs that may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Heightened vulnerability is linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a school partner/friend
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the Local Authority Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies

All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child and as outlined in Working Together to Safeguard Children 2018.

Children have said that they need:

- Vigilance: to have adults notice when things are troubling them;
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- Stability: to be able to develop an on-going stable relationship of trust with those helping them;
- Respect: to be treated with the expectation that they are competent rather than not;
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;

- Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative;
- Support: to be provided with support in their own right as well as a member of their family;
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

The Executive Principal has appointed Paula Brett to work in the role of Designated LAC teacher. Paula Brett works closely with staff and local authorities to promote the educational achievement of registered pupils who are looked after. LAC are Trinity School and College's most vulnerable learner group. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Looked after children: Medway's Virtual School for Looked After Children provides support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments. Initiated by *Care Matters, Time for Change* (2007), all Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked after Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled. Trinity School and College work with 11 different local authority virtual schools (Sep 2020) to support its LAC learners. Trinity School and College is committed to building strong links with all virtual schools to close the gap between LAC students and Trinity's learner population.

The Executive and senior leadership team have ensured that the designated teachers undertake appropriate training (section 20(2) of the 2008 Act).

20. The role of the designated teacher within the school and college

[Designated-teacher-for-looked-after-children 2018](#)

The designated teacher plays a crucial role leading the responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The designated teacher should:

- Promote culture of high expectations and aspirations for how looked after children learn
- Makes sure the young person has a voice in setting learning targets be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

The LAC designated teacher, guardianship and adoption lead is: Paula Brett.

21. Workforce and Development

As a school and college we have a clear framework for supporting and training our staffing group. All staff receive three supervision and final performance management sessions annually. Performance management includes identification of training needs across the safeguarding agenda highlighted in Keep Children Safe in Education 2020. Each member of staff has a safeguarding target listed on their performance management and supervision documents.

As a school on an annual basis we have a recorded training schedule developed to meet the needs of the staffing group for knowledge and understanding to enable a robust culture in safeguarding and agendas consistently across the school. All staff have continual access to Educare safeguarding training courses with expectations of course to complete communicated by the Designated Safeguarding Lead and safeguarding team. All staff take part in weekly safeguarding updates. This is in addition to staff development days where at least one of which is safeguarding content. This is in addition to staff development days set aside entirely for safeguarding training. In 2019 all staff completed NCFE Level 2 Prevent awareness and have completed or are in the process of studying an NCFE Level 2 Mental Health Awareness Course.

We have a clear inductions process for staff and volunteers that includes safeguarding roles, responsibilities and processes. This includes the code of conduct, basic safeguarding training, the role of the Designated Safeguarding Lead officer and the wider team, signs and symptoms of abuse, how to manage a disclosure from a child, how to record, issues around confidentiality.

We value our volunteers and as part of this and so we offer supervision and reflection time where there are safeguarding concerns raised. This is usually actioned by the designated safeguarding lead or a member of the safeguarding team.

As a school we have developed systems to ensure that staff training and quality assurance systems around safeguarding are robust and monitored. All staff have a qualification and training record file documenting both in house and external training completed.

22. Training - Designated Safeguarding Lead

The Designated Safeguarding Lead and safeguarding team should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years in line with Safeguarding Partnership policy. The Coronavirus pandemic has made face to face DSL training impossible. Medway are therefore moving their DSLR training online which should be in place by Autumn 2020. The Designated Safeguarding Lead role is crucial in enabling all staff members to have an understanding of impact and diversity of safeguarding issues. The Designated Safeguarding Lead will develop and monitor systems to update staff, pupils and families.

The Designated Safeguarding Lead should undertake Prevent awareness training every 2 years, have clear understanding of risk assessment, and update as appropriately.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads,

or simply taking time to read and digest safeguarding developments). The safeguarding team read NSPCC updates weekly and undertake further reading as necessary to allow them to understand and keep up with any developments relevant to their role so they:

- 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; and
- Have an understanding of the lesson learnt from SCR (serious case reviews) and how best to implement the learning.

23. Raising Awareness – Designated Safeguarding Lead

The Designated Safeguarding Lead should ensure the school and college's child protection policies are known, understood and used appropriately. All staff are made aware of these policies at induction and at the annual staff training conference.

Designated Safeguarding Lead and Governance arrangements should ensure the school and college'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 or proprietors regarding this.

Designated Safeguarding Lead should ensure 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 school or college in this.

Designated Safeguarding Lead has the contact details of Safeguarding Partners and social services contacts.

24. Availability if Designated Safeguarding Lead

- During term time the Designated Safeguarding Lead in school, the safeguarding coordinators and the safeguarding team are available (during school and college hours) for staff in the school and college to discuss any safeguarding concerns.
- As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority. (Education Safeguarding Officer).

25. Communication – Confidentiality/Information Sharing

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). The school and college works closely with social care from the host authority and, where appropriate from a placing local authority, for that

authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

As a school and college we are mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) support staff in making decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

The Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.

26. Managing Complaints

As a school we have a Complaints Policy which is available on our school and college website and by request from the school or college office. As a school and college we encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The Complaints Policy states clearly the stages of complaints and where to escalate concerns following completion of process.

27. Site Security

Trinity School and College provides a secure learning environment that is controlled by clear management directives, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. Laxity can cause potential problems to safeguarding; Health and Safety Act 1989 and 2004.

Therefore:

All external doors are kept closed and can be opened only by a card entry system. All visitors gain access through the main entrance at the school and college buildings.

- Visitors, volunteers must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring visitors are to be accompanied/supervised by [regulated staff member](#). Any visitor on site who is not identifiable by a visitors pass may be challenged by any staff member and this will be reported to senior leadership Team member.
- Parents, carers and grandparents attending functions have access only through the main entrance, with tickets for visitors for appropriate school events
- Children will only be allowed home with adults with parental responsibility or confirmed permission in writing
- Empty classrooms should have closed windows and doors.
- Staff on duty at break and lunchtimes will check the outside areas are safe and free of workmen and intruders before learners start outside breaks

- Health and safety audit to be completed annually with risk assessment; developed inline with Prevent duty. This will form part of Governors annual report. Risk management of site security is managed by senior leadership; school has a clear system of risk assessments and review timescales of these.
- Trinity School and College has a lockdown procedure
- On arrival in school and college, all students must go immediately to their form or tutor groups so that they can be registered

28. Adult Safeguarding

Once Trinity School and College students reach their 18th birthday, safeguarding procedures should be followed as contained in the Safeguarding Vulnerable Adults Policy which is available from the school and college office, on the school and college website and by email request to office@trinityschoolrochester.co.uk

29. Staff conduct and responsibilities

All adults working in this School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to Paula Brett or a member of the safeguarding team.

Trinity School and College staff are expected to role model expected behaviour at all times. Staff are expected to promote and maintain positive and professional interactions with all colleagues, parents, professionals and students. Trinity School and College staff understand that any behaviour that is: disrespectful; be based in bullying, harassing, intimidation or any other form of behaviour covered in the staff code of conduct; may be subject to disciplinary action against them.

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the Behaviour Policy and the Physical Restraint Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Executive Lead and parents as identified within the Physical Restraint and De-escalation Policy. Any physical restraint used will comply with DfE and LA guidance.

Any pupil requiring first aid for a minor injury will be treated by the nearest available first aid trained adult. In the event of a more serious injury a higher qualified first aider will be summoned to assess and treat the pupil. The school has a first aid room, to provide an appropriate place for the administration of first aid. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. If a male member of staff is providing any form of intimate care, a female colleague will be present. All first aid treatment and

non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and be reviewed regularly.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. However, when confidentiality is required, then staff needs to ensure that other staff are aware of the 1:1 meeting happening and that a member of staff is nearby to support. For example, within the Emotional Wellbeing/Counselling room, the door may be propped open when confidentiality is not requested, in circumstances where the door needs to be closed, a notice outside of the door should highlight the initials of the mentee within the mentoring room ensuring good levels of awareness.

Most learning groups have two members of staff to each learning environment in order to provide a safe and supportive learning experience.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the School and College. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Head teacher. No planned visits by pupils to the homes of staff members should occur.

CONTACT WITH STUDENTS

In the following circumstances, staff members must complete a CPOMS report 'Contact with student outside of Trinity'

- Where a staff member has a pre-existing relationship with a student or family prior to working at the school or college
- Each time a member of staff sees another member of staff (who is also a parent of a student as well as an employee) socially and their children (the student) are present
- Where a member of staff also works at another setting or attends a club or group and Trinity Students also attend
- Where any student has made comments or requests that are inappropriate such as asking for lifts home, asking for staff phone numbers, addresses, trying to follow or comment on members of staff social media
- Where a member of staff sees or 'bumps into' a student outside of work

Staff will not disclose their personal telephone numbers and should always use their professional email addresses for pupils and parents. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

Trinity staff and volunteers need to be alert to the potential abuse of children both within their families, from child to child and also from other sources including abuse by staff.

There is an expected responsibility for all Staff members to respond to all suspected or actual abuse of a child.

No staff must ever consider that this will not happen to Trinity Children and Young People. We accept that it could happen and therefore are alert to the needs of our young people.

If, a child is in immediate danger or is at risk of harm, a referral needs to be made to children's social care and/or the police immediately. Anyone can make that referral. Details of how to do this are at the front of this policy. Where referrals are not made by the designated safeguarding lead or deputies, then they should be informed, as soon as possible, of that referral having been made.

30. Whistle blowing

The School Whistle blowing Policy encourages and enables employees to raise serious concerns within the organisation rather than overlooking a problem or 'blowing the whistle' outside. Trinity School and College Staff and Volunteers would very often be the first to realise that there is something seriously wrong. However, they may not express their concerns as they feel that speaking up would be disloyal to their colleagues or to the organisation.

Trinity School and College have a Whistleblowing Policy which can be found on the School online staff area. Further details can also be found in the staff handbook.

The aim of the Policy is

- To encourage you to feel confident in raising concerns and to question and act upon concerns about practice.
- To provide avenues for you to raise concerns in confidence and receive feedback on any action taken.
- To ensure that you receive a response to your concerns and that you are aware of how to pursue them if you are not satisfied.
- To reassure you that you will be protected from possible reprisals or victimisation if you have a reasonable belief that you have made a disclosure in good faith.

31. Working in Partnership with parents

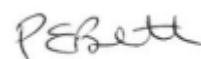
It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this School;

- We work collaboratively with parents and carers and have recently achieved our Anti Bullying Award BIG through this process.
- We ensure full disclosure of Safeguarding and related policies which provide information and guidance.

- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language, or have disabilities including learning difficulties.
- We will offer regular training on E Safety, Safeguarding and the development of supporting young learners within education to parents
- We will keep parents informed as and when appropriate, through our planners, emails, telephones as highlighted in the school Communication Policy



Elizabeth Baines, Executive Principal, Kent and Medway



Paula Brett, Safeguarding and LAC Manager



Jackie Woolmer, Deputy Safeguarding and LAC Manager

Georgina Moorcroft, Head of School



Thomas Furnell, Head of College



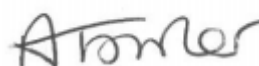
Carol Sargeant, Safeguarding Coordinator



Michelle Male, Safeguarding Coordinator



Kieren Martin, Deputy Head of School



Angela Fowler, Head of Pastoral Care

A handwritten signature in black ink, appearing to read 'G. Hunsley', with a long horizontal flourish extending to the right.

Gary Hunsley, SEN Specialist Teacher

Date: September 2020

Review Date: September 2021

Appendix Content

- Appendix 1 Safeguarding Agendas
- Appendix 2 Related policies list
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Appendix 1 – Specific Safeguarding Issues

Upskirting – Keeping Children Safe in Education 2019 defines upskirting as - typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm'. All staff recognise that upskirting is now a criminal offence under the Voyeurism Act and Sexual Offences Act 2003 which may result in 2 years imprisonment and being placed on the sex offenders register. This includes where culprits say images were just taken 'for a laugh'

Upskirting is included in Trinity School and College's Peer on Peer Abuse Policy

Drugs

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service
- Tackle problem behaviour in schools, with wider powers of search and confiscation
- Work with local voluntary organisations, health partners, the police and others to prevent drug and alcohol misuse

Bullying including Cyberbullying - bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. racist or homophobic remarks, threats, name-calling)
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

"The damage inflicted by bullying (including cyberbullying via the internet and frequently social media) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Information and Communication Technology (ICT), now more commonly referred to as Digital Technology, enables children and young people to learn, play, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However with this new technology there are new risks it is important we have understanding around prevention."

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for [preventing-and-tackling-bullying](#). Everyone who is responsible for the welfare and safety of children needs to understand what these risks are and how we can all work together to enjoy these new technologies safely. "As in any other area of life, children and young people are vulnerable and may expose themselves to danger - knowingly or unknowingly - when using the internet and other digital technologies. Indeed, some young people may find themselves involved in activities which are inappropriate or possibly illegal. [Medway on line bullying](#) (Section 6C)

Trinity school and college has an anti-bullying Policy

Sexting – Sexting is when a young person takes indecent images of themselves and sends this to their friends or boy / girlfriends via mobile phones. [Sexting/what-is-sexting](#) . Further information can also be found in Trinity School and College Peer on Peer abuse Policy.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles. Child exploitation and online protection command ([CEOP](#)) runs Thinkuknow programme provides resources, training and support for professionals who work directly with children and young people.

Child/ren by having in their possession, or distributing images, of an indecent nature of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

[Medway Further-Guidance-for-Practitioners](#)

Sexting is part of Trinity School and College's Peer on Peer abuse Policy.

Children missing education – All professionals working with children, as well as the wider community, can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age [Children-missing-education](#) in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. Further information can be found in Trinity School and College's attendance Policy.

[Medway Children Missing Education Policy](#)

Child/ren missing from home or care - There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy, and substance misuse. In addition, some children are particularly vulnerable, for example children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home. This is not to presume that the care system necessarily causes young people to run away. In many cases, a pattern of running away may have been established at an early age and may have been a factor in the young person's admission to care. It is also important to remember that the

majority of looked-after children do not go missing. [Children-who-run-away-or-go-missing-from-home-or-care](#)

Whilst each case needs to be considered on its merits, children who run away are at a heightened risk of being victims of crime, being sexually exploited, being involved in substance misuse, or of becoming involved in crime and disorder. Additionally, research shows that the level of risk to the individual child escalates with each episode they go missing and repeat episodes have been identified as a significant indicator of high risk to the child or young person. [Medway Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4G)

Child sexual exploitation (CSE) – Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet) (2017).

National Working Group #SaySomething Campaign. [what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](#)

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

[Soft intelligence](#) - form for CSE and Gang, including email address to use.

[Domestic violence](#) – Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

[Domestic-violence-and-abuse](#) is a generic term to describe a wide range of intentional behaviours used by one individual to control and dominate another, with whom they have had, wished to have, or are currently in a close intimate, family or other type of relationship. It does not only relate to married or co-habiting couples, and it frequently continues after a relationship has ended. A significant number of women and children are no safer when they leave an abusive home, and for very many it is known that the level of violence and abuse can escalate. [Medway promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Relationship Abuse – Domestic abuse is one of the key priorities of the Community Safety Partnership's throughout Medway. The Community Safety Partnerships, which are made up of multi-agency members, have agreed to use the Home Office definition of domestic abuse:-

[relationship-abuse/what-is-relationship-abuse](#)

However, the Medway Police definition of domestic abuse is:- “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between partners and ex-partners aged 16 years and over, who are or have been intimate

partners, regardless of gender and sexuality.” [Medway Individuals-who-pose-a-Risk-to-Children](#)

Drugs - there is evidence that children and young people are increasingly misusing alcohol and illegal drugs. [Drugs-advice-for-schools](#) there are many consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Working with Parent who misuse substances [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4Q)

Fabricated or Induced Illness - [safeguarding-children-in-whom-illness-is-fabricated-or-induced](#) - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

1. **Fabrication** of signs and symptoms, including fabrication of past medical history.
2. **Fabrication** of signs and symptoms and **falsification** of hospital charts, records, letters and documents and specimens of bodily fluids.
3. **Induction** of illness by a variety of means. Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration. The emotional impact of this on the child should always be considered. There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Faith abuse – [National-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](#) Links to faith or belief includes: beliefs in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and Dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number that is believed by some to allow malevolent spirits to enter the home. Abuse linked to a belief in spirit possession can be hard for professionals to accept and it may be difficult to understand what children are likely to be experiencing; it can often take a number of visits or contacts to recognise such abuse. [Medway Guidance-for-Practitioners](#)

Female genital mutilation (FGM) – [Multi-agency-statutory-guidance-on-female-genital-mutilation](#) FGM is known by a number of names including “female genital cutting”, “female circumcision” or “initiation”. The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits. There is a mandatory reporting duty for staff specifically for FGM as stated by the [Serious Crime Act 2015](#).

FGM is also linked to domestic abuse, particularly in relation to „Honour Based Abuse“. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section M) KCSIE recognises FGM as part of Honour Based Abuse.

Honour Based Abuse – Honour Based Abuse is a form of violence against a person (usually female) whose actions are seen as immoral or shameful in the eyes of their family and community. Honour of the family and community can be used as justification for the abuse of a person.

Honour Based Abuse manifests itself in numerous ways, including physical, sexual, emotional and psychological abuse as well as domestic, financial or material abuse.

The kind of behaviours that have been known to instigate Honour Based Abuse are:

- refusing to have an arranged or forced marriage
- Homosexuality or men who are perceived as ‘feminine’
- Dating someone outside of a certain culture or religion
- Wearing clothes or partaking in activities that are seen as inappropriate
- Reporting domestic violence
- Pushing for a divorce or indeed refusing to divorce someone
- Pushing for child custody
- Pregnancy or sex outside of marriage

It is expected that Honour Based Abuse will soon have the same mandatory reporting duty as does female genital mutilation before the expected annual review date of this policy. In this event, the policy will be amended early.

Forced marriage - [Guidance forced-marriage](#) There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person’s parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be ‘one chance to save a life. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4L)

Forced Marriage is identified by Keeping Children Safe in Education 2019 as being part of Honour Based Abuse and crime.

Gender-based violence/violence against women and girls (VAWG) - [violence-against-women-and-girls](#)

Too many women are still victims of domestic and sexual violence. We must help young people to understand what a healthy relationship is and to re-think their views of controlling behaviour, violence, abuse, sexual abuse and consent.

Gender based violence is identified by Keeping Children Safe in Education 2019 as being a part of Honour based crime and violence.

[Strategy-to-end-violence-against-women-and-girls-2016-to-2020](#)

Hate - Educate against hate A hate crime is a crime committed against someone because of their:

- disability
- race or ethnicity
- religion or belief
- sexual orientation
- transgender identity
- alternative subculture

Gangs and youth violence - [Advice-to-schools-and-colleges-on-gangs-and-youth-violence](#)

The Policing and Crime Act 2009 ('the 2009 Act') contains provisions for injunctions to prevent gang-related violence and gang-related drug dealing activity to be sought against an individual; these were commenced in January 2011.

The Crime and Security Act 2010 contains provisions for breach of an injunction to be enforced against 14 to 17 year olds; the Crime and Courts Act 2013 moved jurisdiction for these proceedings from the County Court to the Youth Court.

The Serious Crime Act 2015 contains provisions that amend the statutory definition of what comprises a "gang", as defined in section 34(5) of Part IV of the Policing and Crime Act 2009, and expands the scope of the activity a person must have engaged in, encouraged or assisted, or needs to be protected from, before a gang injunction can be imposed to include drug dealing activity. Locally, the following definition of gangs, as included within Dying to Belong (Centre for Social Justice, 2009), has been adopted:

A relatively durable, predominantly street-based group of young people who:

- (1) See themselves (and are seen by others) as a discernible group, and
- (2) Engage in a range of criminal activity and violence

They may also have any or all of the following factors:

- (3) Identify with or lay claim over territory
- (4) Have some form of identifying structural feature
- (5) Are in conflict with other, similar, gangs.

Mental health - [Mental-health-and-behaviour-in-schools](#) This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Parenting capacity and mental health [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Trinity School and College has a wellbeing policy.

Homeless - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in

accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Missing Children and Adults strategy - [Missing-children-and-adults-strategy](#) Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.

[Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

Private Fostering – A privately fostered child, being under the age of 16 (18 if disabled), is cared for and provided with accommodation by someone other than: a parent, person with parental responsibility or a close relative- defined in the [Children-act-1989-private-fostering](#) or the Safeguarding Vulnerable Groups Act 2006 as a grandparent, brother, sister, aunt or uncle (whether of full blood or half blood or by marriage) or by step parent. The intention should be that the placement lasts for 28 days or more.

Child Criminal exploitation: [County Lines](#) - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Cuckooing – the process of a drug dealer taking over a young person's home for the purposes of dealing from that address can be a part of county lines. Those with SEND are considered to be more vulnerable to cuckooing.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence – serious violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources

Serious Violence – Indicators that a child or young person may be involved with serious violence include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.' Serious Violence may be perpetrated by the child or towards the child. There may be coercion and exploitation. Serious violence may be a factor in gun

and knife crime, county lines, child sexual exploitation, peer on peer abuse and other criminal activity.

Children and Court System - Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

Sexual violence and sexual harassment between children / Peer on Peer abuse- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Preventing Radicalisation – [Prevent-duty-guidance](#) The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children of all ages, young people and adults to involve them in terrorism or activity in support of terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as: "The demonstration of unacceptable behaviour by using any means or medium to express views, which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to carry out serious criminal acts or foster hatred which might lead to inter-community violence in the UK."

- [Medway Guidance-for-Practitioners](#)
- <https://www.kent.gov.uk/about-the-council/strategies-and-policies/community-safety-and-crime-policies/contest/prevent#>
-
- prevent@kent.pnn.police.uk

Trafficking – [Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components –movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

‘Child’ refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU. [Medway Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#)

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<u>What to do if you're worried a child is being abused</u>	DfE advice
	<u>Domestic abuse: Various Information/Guidance</u>	Home Office
	<u>Faith based abuse :National Action Plan</u>	DfE advice
	<u>Relationship abuse: disrespect nobody</u>	Home Office website
Bullying	<u>Preventing bullying including cyberbullying</u>	DfE advice
Children and the courts	<u>Advice for 5-11-year olds witnesses in criminal courts</u>	MoJ advice
	<u>Advice for 12-17 year old witnesses in criminal courts</u>	MoJ advice
Children missing from education ,home or care	<u>Children missing education</u>	DfE statutory guidance
	<u>Children missing from home or care</u>	DfE statutory guidance
	<u>Children and adults missing strategy</u>	Home Office strategy
Children with familymembers in prison	<u>National Information Centre on Children of Offenders</u>	Barnardo's in partnership with her Majesty's Prison and Probation Service (HMPPS)advice
Child Exploitation	<u>County Lines: criminal exploitation of children and vulnerable adults</u>	Home Office guidance
	<u>Child sexual exploitation: guide for practitioners</u>	DfE
	<u>Trafficking: safeguarding children</u>	DfE and HO guidance
Drugs	<u>Drugs: advice for schools</u>	DfE and 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	<u>Website developed by Mentor UK</u>
“Honour Based Abuse” (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, Department for Health 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	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice

	Educate Against Hate Website	DfE and 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
<u>Searching, screening and confiscation</u>	Searching Screening and Confiscation Advice	DfE guidance

De-escalation - Restrictive Physical intervention – The expectation is that as far as possible schools and young people’s settings and services will be restraint free. 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. Poorly or incorrectly used, restrictive physical interventions are a source of risk to the young person and members of staff. The correct use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual. Schools and settings should take all reasonable actions to reduce the potential need to use restrictive physical interventions as far as practicable.

An individual behaviour support plan (which may support or be part of an Individual Healthcare Plan) should be written for children and young people whose behaviour presents a significant challenge. This plan should detail the steps that are being taken to address the individual’s particular social, emotional and learning needs. It should also include the steps that staff should take to de-escalate challenging situations as well as what they should do if these steps are not successful (‘an incident management plan’). The individual behaviour support plan should consider risks and how they are being minimised and managed.

Reduction in the need to use Restrictive Physical Interventions is achieved by analysing the interactions between each young person/pupil and their environment, which identifies potential triggers that need to be avoided at critical periods. This involves:-

- As a school we consider our actions under the duties of Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools/colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

- Helping young people to avoid possible situations known to provoke challenging behaviour;
- Developing staff expertise in working with individuals that present challenges;
- Understanding that behaviour is often a method of communication.

On Line Safety – the use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

[Medway Further-Guidance-for-Practitioners](#)

[Children's commissioner](#) - publications

The Executive Lead and senior leadership team have systems in place to limit child/ren exposure to safeguarding issues through IT safeguards. We have filters and monitoring systems in place and these are regulated and risk assessed as part of the prevent duty. We have an online safety policy that identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Risk Assessments- in line with KCSIE 2019 there will be times school will need to develop a risk assessment; these will be assessed with parent/carers and other services that are supporting the family. Within the MARAC arena risk assessment and safety planning is recorded in the weekly meetings and shared with schools.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. This is in line with the policy and procedure as set out in Trinity School and College's Peer on Peer abuse Policy. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (written or electronic) and there is a clear schedule to monitor and measure impact. At all times, the school/college will be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe. Consideration for Extra Familial harm is taken into account as an approach to safeguarding children and young people that responds to their experience of harm beyond the school environment.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists as required.

Action following a report of sexual violence and/or sexual harassment

We will carefully consider any report of sexual violence and/or sexual harassment and react in line with our Peer on Peer Abuse Policy along with this policy. The designated safeguarding lead, or safeguarding lead will be the most appropriate person to advise on the school and college's initial response. Important considerations we will following:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school/college staff; and
- other related issues and wider context. Extra Familial Harm safeguarding is discussed in paragraph above

As always when concerned about the welfare of a child, staff will act in the best interests of the child. In all cases, the school and college will follow general safeguarding Principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Appendix 2 - Related Policies

To underpin the values and ethos of our school and college in and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

1. Accessibility Policy
2. Anti-Bullying Policy
3. Attendance Policy
4. Behaviour Management Policy
5. Child Protection Policy
6. Communications Policy
7. Curriculum Policy
8. Complaints Policy and Procedure
9. Data Protection and Confidentiality Policy
10. Exclusion Policy
11. First Aid Policy
12. Health and Safety Policy
13. Incident Procedure
14. Inclusion Policy
15. Learning Outside of the Classroom Policy
16. Lockdown Policy
17. Medicine Policy
18. Mental Health and Emotional Wellbeing Policy
19. Online Safety Policy
20. Parental Authorisation Documentation and Risk Assessments
21. Physical Restraint and De-escalation Policy
22. Preventing Extremism and Radicalisation Policy
23. Safer Recruitment
24. Social Networking
25. Special Educational Needs Policy
26. Staff Handbook: Code of Conduct, Confidentiality, Whistle Blowing, Data Protection.
27. Staff Safeguarding Audit and Self Evaluation (Safeguarding and Child Protection)
28. Student Voice and Peer Mentoring (Active Listening Culture)
29. Safeguarding Vulnerable Adults Policy
30. Whistle blowing Policy
31. Peer on Peer / Child on Child Abuse Policy
32. Coronavirus Safeguarding Addendum

Appendix 3 - Key Legislation

This policy has been devised in accordance with the following legislation and guidance:

- Working Together to Safeguard Children 2020 (DfE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2020.pdf
[Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2020.pdf)
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- [Behaviour and Discipline in Schools](#) (advice for schools)
- [Children Missing Education](#) (advice for schools)
- Cyberbullying (advice for schools)
- [Equality Act 2010](#) and [Public Sector Equality Duty](#) (advice for schools)
- [Equality Act 2010 Technical Guidance](#) (advice for further and higher education providers)
- [The Equality and Human Rights Commission](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- [UKCCIS Sexting advice](#) (advice for schools and colleges)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- Children Missing from Education Policy
http://www.proceduresonline.com/kentandmedway/chapters/p_missing_fams.html
- Statutory policies for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf
- School statutory Guidance on what needs to be published on Website
<https://www.gov.uk/government/collections/statutory-guidance-schools>
- NSPCC/TES safeguarding in education tool
<https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>
- Asylum seekers
<https://www.gov.uk/browse/visas-immigration/asylum>
<https://www.gateshead.gov.uk/Education%20and%20Learning/Schools/plans/Education-guidance-for-refugees-and-asylum-seekers.aspx>
- Children's commissioner:
<http://www.childrenscommissioner.gov.uk/publications>
<http://www.childrenscommissioner.gov.uk/search/node>

- [GDPR](#) – Data Protection: toolkit for schools
- Care Act 2014
- Protection of Freedoms Act 2012
- Teacher Standards 2012
- Education (Independent School Standards) (England) Regulations 2010 amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011
- The School Staffing (England) Regulations 2009
- Safeguarding Vulnerable Groups Act 2006
- Children (Private Arrangements for Fostering) Regulations 2005
- The Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Framework for the assessment of Children in Need and their families 2000
- Protection of Child Act 1999
- Children Acts 2004, 1989
- Education Act 2002, 1996 (sections 157 and 175)
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 1991
- United Nations Convention on the Rights of the Child
- Vetting and Barring Scheme
- Modern Slavery Act 2015
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000
- GDPR – General Data Protection Regulation 2018
- Sexual Violence and Sexual Harassment Between Children in School and Colleges 2018

Appendix 4 - Reference to Additional Documents Regarding Child Protection and Safeguarding Policy

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000

Appendix 5 – Medway Safeguarding Contacts

Contact us - General enquiries

Telephone: 01634 336 329

Email: mscb@medway.gov.uk

Address: 5th Floor, Gun Wharf, Dock Road, Chatham, Kent, ME4 4TR

MSCP Team

- MSCP Independent Chairperson
- MSCP Head of Service Rebecca Cooper
- MSCP Business Manager Simon Plummer
- MSCP Development Officer and Child Death Review Co-ordinator Kirstie King
- MSCP Training Officer Kerry McMorris
- MSCP Project Support Officer Claire West and Rhonda Barker
- MSCP Administrator ***Vacant Post***

Report a death of a child

To report the death of a child who is usually resident in Medway, or who has died in Medway use the details below.

[Child Death Overview Process](#)

MSCP Child Death Review Coordinator 01634 336 340

MSCP Training

To book a place on MSCP training, please phone 01634 332 256.

MSCP training email address: mscbtraining@medway.gov.uk

You can also contact the MSCP Training Officer on 01634 334 461.

Local Authority Designated Officer (LADO)

LADO Officers provide advice and guidance to employers and voluntary organisations that have concerns about a person working or volunteering with children and young people who may have behaved inappropriately or if information has been received that may constitute an allegation.

Telephone: 01634 331 065

Email: child.protection@medway.gov.uk

Secure email: child.protection@medway.gov.uk.cjism.net (this email will not work if you do not have a cjism account)

More about [LADO and LADO referral forms](#)

Concerns that a child in Medway may be suffering from harm

If you are a member of the public and have a concern about a child or young person living in Medway report using the details below.

Telephone: 01634 334 466

Email: ss.access&info@medway.gov.uk

Find out more about [reporting concerns about a child](#).

Appendix 6 – Kent Safeguarding Contacts

Safeguarding Key Contacts

Kent Social Services - Central Duty Team

03000 41 11 11

Urgent child protection issue outside of office hours,
Call the Central Duty Out of Hours Number:

03000 41 91 91

Kent Safeguarding – Sessions House Room 2.60, Sessions House, County Hall, Maidstone, Kent, ME14 1XQ Phone: 03000 421126 Email: kscb@kent.gov.uk		
Room 2.60	Gill Rigg KSCB Independent Chair <i>Admin Support: Sarah Nichols</i>	Email: Gill.Rigg@Kent.gov.uk
	Mark Janaway Programme and Performance Manager <i>Admin Support: Sarah Nichols</i>	Office: 03000 417103 Email: Mark.Janaway@kent.gov.uk
	Sue Gower Programme Development Officer	Office: 03000 417079 Email: Sue.Gower@kent.gov.uk
	Rachel Baker Evaluation & Analysis Officer	Office: 03000 417014 Email: Rachel.Baker@kent.gov.uk
	Justine Croft Partnership Safeguarding Development	Office: 03000 410062 Email: Justine.Croft@kent.gov.uk

	Sophia Relf Projects Officer	Office: 03000 415469 Email: Sopia.Relf@kent.gov.uk
	Sarah Nichols Senior Administration Officer (Admin support to Independent Chair and Programme and Performance Manager)	Office: 03000 421687 Email: Sarah.Nichols@kent.gov.uk
	Catherine Hampson Administration Officer	Office: 03000 417086 Email: catherine.hampson@kent.gov.uk Training email: KSCBTraining@kent.gov.uk
	Liz Luck Administration Officer	Office: 03000 417125 Email: liz.luck@kent.gov.uk Secure email: liz.luck@kent.gcsx.gov.uk

Appendix 7 – Key Police Contacts

The POLICE DEPARTMENT Child Protection Team

If you are concerned a child is suffering or is likely to be harmed, you can call either:

Kent Police - 101 and ask to speak to someone in your local Child Safeguarding Team

Children's Social Services - 08458 247100 (out of hours' emergency number: 0845 7626777)

Medway Children's Social Care - 01634 334466 (out of hours' emergency number: 0845 7626777)

NSPCC - 0808 800 5000

Childline - 0800 1111

Or in an emergency call 999

KENT POLICE Child Exploitation Investigation Team

Our Child Exploitation Investigation Team take the lead on investigating allegations of the physical, sexual, emotional or neglectful abuse of children under 18 years old.

Every investigation will involve close co-operation with key agencies. For more information on child protection procedures in Kent visit www.kscb.org.uk and for Medway visit www.mscb.org.uk

Appendix 8 – Safeguarding reporting form

SchoolBase - Record of Incident (INC) / Cause for Concern (CFC)

(Grey areas are for safeguarding team use only so should not be accessible to staff)

Name of student(s):		Date of INC/ CFC:		
Name of victim(s):		Time of INC/CFC:		
Location INC happened or CFC raised:		Body map completed?	Yes	No
Name of staff member completing form:		Signature of staff member:		

Concern/ Incident: *(state what the student said, what you observed or the nature of your concerns. Use the student's own words where possible and avoid including opinions/assumptions)*

Witnesses/ those with other information:

Action taken by staff member before reporting to safeguarding:

INC				Disruption	Verbal abuse	Physical abuse	Bullying school	Bullying Home	Peer on peer abuse	Racism	Substance misuse school	Absconded school	Weapons	Sexualised behaviour	
1	2	3	4												
CFC				Disruption	Self-harm	Emotional Wellbeing	Emotional abuse	Neglect	Domestic abuse	Self-neglect	Substance misuse home	Absconded home	Reported abuse	Reported offender	MIE
1	2	3	4												

Action taken by safeguarding professional: *(include time and date of actions)*

SLT intervention

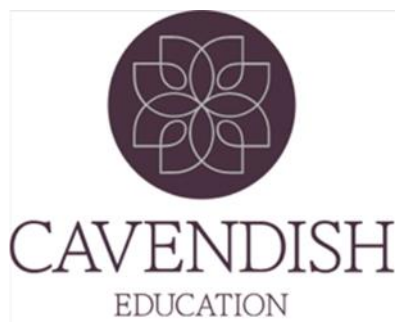
Team teach

Restorative practice

Parent meeting

Name of safeguarding member1;							Risk updated?		Yes / No
Referrals made/ ongoing action:							Internal exclusion		Exclusion
Social care	Early Help	Agency	Police	Monitor	EWB	Other			

Appendix 9 – Safeguarding Team Poster



Trinity School and College - Safeguarding Professionals 2020/21

Cavendish Safeguarding	Andy Holder	Cavendish Director
Safeguarding Governance	Elizabeth Baines	Executive Principal South East
Designated Safeguarding Leads	Paula Brett	Safeguarding and LAC Manager – School and College
	Jackie Woolmer	Deputy Safeguarding and LAC Manager – School and College
Safeguarding DSL trained staff	Carol Sargeant	Safeguarding and wellbeing – College
	Michelle Male	Safeguarding - College
	Thomas Furnell	Head of College
	Kieren Martin	Deputy Head – School
	Angela Fowler	Head of Pastoral Care – School and College
	Gary Hunsley	SEN Specialist Teacher – School and College
Safeguarding Panel	Elizabeth Baines	Executive Principal South East
	Georgina Moorcroft	Head of School
	Paula Brett	Safeguarding and LAC Manager – School and College

Appendix 10 – Parent Safeguarding Leaflet

Do you have a concern about a member of staff?

At Trinity School and College we follow Safer Recruitment Procedures to help ensure confidence in the ability, suitability and professionalism of prospective employees to roles within Trinity. However, Trinity School and College recognise that 'it could happen here' so will always investigate any allegations about staff conduct towards students, members of staff or parents.

In the event that you have concerns about the conduct of a Trinity employee, please contact Paula Brett, DSL, Thomas Funnell, Head of College, or Georgina Moorcroft, Head of School, as soon as possible.

Further information about raising concerns about a member of staff can be found in Trinity's Complaints Policy and Safeguarding Policy.

Key contacts

To request Policy Documents:

office@trinityschoolrochester.co.uk

Elizabeth Baines – Executive Principal
ebaines@trinityschoolrochester.co.uk

Georgina Moorcroft – Head of School
gmoorcroft@trinityschoolrochester.co.uk

Thomas Funnell – Head of College
tfunnell@trinityschoolrochester.co.uk

Paula Brett – Designated Safeguarding Lead/
Safeguarding and LAC Manager
(School and College)
pbrett@trinityschoolrochester.co.uk

Jackie Woolmer – Deputy Safeguarding and LAC
Manager
jwoolmer@trinityschoolrochester.co.uk

Signposting support

If your family would like some extra support or are interested in the following services and information, please contact Paula Brett or Jackie Woolmer.

Early Help services
Help accessing Food Banks
Bereavement support
Domestic abuse support
Attendance difficulties
Financial difficulties
Housing issues
Addiction

Paula Brett

pbrett@trinityschoolrochester.co.uk
01634 812 233

Jackie Woolmer

jwoolmer@trinityschoolrochester.co.uk

Useful resources

NSPCC PANTS campaign - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Tips for staying safe online - <http://www.safeyetkids.org.uk/personal-safety/staying-safe-online/>

Parental settings for XBOX - <https://support.microsoft.com/en-gb/help/4482822/xbox-one-online-safety-and-privacy-settings-for-parents-and-kids>

Online safety advice - <http://www.thinkuknow.co.uk/>

Trinity School and College Safeguarding



Introduction

This leaflet is designed to give parents some useful help and guidance on safeguarding, including what parents can do and what we do at Trinity to safeguard our learners. All Trinity staff recognize the increased vulnerability of our learners due to their SEND and looked after children as our most vulnerable group.

Trinity has been rated Outstanding by OFSTED for its Safeguarding work which we have achieved through a combination of: ensuring our curriculum gives students the skills to keep themselves safe; recognizing the unique vulnerabilities of our students; having robust and effective procedures and by developing relationships with all our families.

Trinity Policy and procedures are published on our website and available on request from the school or college office

office@trinityschoolrochester.co.uk

Ways parents can safeguard their children

Use the NSPCC's PANTS resources to talk to your child about staying safe and saying "No!"

Monitor how your child uses the internet, which sites they are accessing and what information they are posting.

Know who your child is talking to and playing games with online, or through XBOXs and Playstations.

Discuss with your child what they would do if they saw something online or on their mobile that upset or scared them.

Make sure your child is careful who they share their mobile number with and they understand never to share someone else's mobile number without permission.

What can you do if you are worried about a Trinity student?

If you are worried about a school student, please contact Paula Brett, Designated Safeguarding Lead or Carol Sargent, Safeguarding and LAC Coordinator, for a college student, who will listen to your concerns in confidence and with anonymity if you prefer.

pbrett@trinityschoolrochester.co.uk

01634 812233 (school hours)

01634 819645 (college hours)

07903 071255 (Trinity mobile out of hours)

Non-attendance at school or college

Where a student does not attend Trinity School and College for 3 consecutive school days and no contact has been established with home, Trinity safeguarding team will carry out a welfare visit to the child's home. Should there be continuing concerns around the child's safety and welfare, social care and/or the Police may be contacted. Trinity School and College has a duty to refer to social services where any child has not attended for 10 consecutive school days and parents and carers are not contactable. The child will now be considered Missing In Education by the relevant Local Authority Team.

Trinity School and College always follow up non-attendance issues and will attempt to contact parents and carers by phone, email and text message.

Volunteers

All volunteers take part in safeguarding training and know who the members of the safeguarding team are so that they can report any concerns they may have. Volunteers must hold a DBS certificate and are always supervised in their support of students.

Parents, visitors and contractors

All visitors must sign in at the college or school office and must wear a visible visitor's badge. Any person without a visitors badge will be challenged. Once on Trinity

Mobile phones

School students must hand their mobile phones in to staff on arrival. Phones are returned at the end of the day and may be turned on once the student has left the premises.

College students may keep their mobile phones with them however, these cannot be used during lessons.

Parents may not use mobile phones on school premises unless permission is given at school events to take pictures. At such events, pictures must only include your own child. This is due to some very specific vulnerabilities in our student group.

Complaints Procedure

Should you wish to raise a concern or complaint with Trinity School or College, please speak to any member of staff who will escalate your complaint to the most appropriate member of the Senior Leadership Team. We aim to resolve any issues within 5 school days. You may be asked to write down the points of your complaint and any additional information we may need.

Our Complaints Policy is available on our Website, to view in the school or college office and provided in paper form at your request.

Appendix 11 - Annex A KCSIE 2020

Annex A: Further safeguarding information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and Carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for

something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

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

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a

number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Domestic abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness Crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹⁰⁴ that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism - is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 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 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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".¹¹⁰ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions](#) in England and Wales that applies to colleges.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Additional support

The department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or

otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹¹ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

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

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

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

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims 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.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website

Bullying

- [Preventing and Tackling Bullying](#) - DfE advice
- [Cyber bullying: advice for headteachers and school staff](#) - DfE 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 HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance

Drugs

- [Drugs: advice for schools](#) – DfE and 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 by Mentor UK

“Honour Based Abuse” (so called)

- [Female genital mutilation: information and resources](#) - Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Online (see also Annex C)

- [Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training - Education and Training Foundation](#) (ETF)

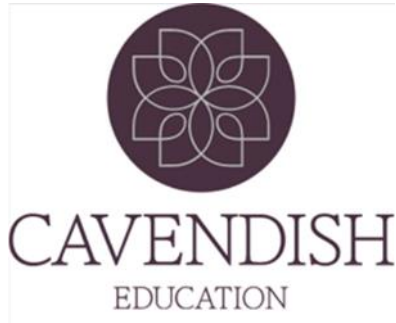
Upskirting

- [Upskirting know your rights](#) – UK Government

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

Appendix 12 – COVID 19 Addendum



Trinity School and College

Addendum

COVID-19 Arrangements

Safeguarding and Child Protection

Date Published: 30.03.2020

Date reviewed and updated: September 2020

Key contacts

Role	Name	Telephone	Email
Chairman	Aatif Hassan	07956 665988	ahassan@cavendisheducation.com
Group Managing Director	Simon Coles	07708 325353	scoles@cevendisheducation.com
Operations Director	Stephen Aiano	07798 645666	saiano@cavendisheducation.com
Operations Director	Andy Holder	07923 986129	aholder@cavendisheducation.com
Executive Principal	Elizabeth Baines	07903 071255	ebaines@trinityschoolr.co.uk
Head of School	Georgina Moorcroft	07376 521438	gmoorcroft@trinityschoolrochester.co.uk
Head of College	Thomas Furnell	07507 424207	tfurnell@trinityschoolrochester.co.uk
DSL	Paula Brett		pbrett@trinityschoolrochester.co.uk
DSL trained safeguarding team	Elizabeth Baines Georgina Moorcroft Paula Brett Thomas Furnell Angela Fowler Kieren Martin Michelle Males Carol Sargeant Gary Hunsley Jackie Woolmer	07903 071255 07376 521438	safeguarding@trinityschoolrochester.co.uk
DLACT	Paula Brett Georgina Moorcroft	07376 521438	lac@trinityschoolrochester.co.uk

Context

During the COVID-19 pandemic, there may be periods where the school and college are unable to offer onsite education such as during local lockdowns or a COVID-19 outbreak specifically within the school or college setting. This addendum sets out how Trinity School and College will maintain safeguarding during the pandemic however all policy and procedure as laid out in the Safeguarding and other school and college policies also apply. This policy should not be read in isolation and must be read in consultation with current COVID-19 guidance.

Health and welfare

Trinity School and College have robust hygiene and COVID-19 secure procedures in place which are updated weekly dependent on government and local advice. All staff must follow these guidelines. Failure to do so is likely to result in disciplinary action. Arrangements for hygiene and COVID-19 secure procedures are led by the Executive Principal.

Mental health

Trinity School and College recognises the immense pressure the pandemic is having on young people's mental health and are committed to providing support throughout the crisis. Trinity School and College recognises the link between mental health and safeguarding as highlighted in KCSIE 2020. Where students are studying at home (school closure, local lockdown, self-isolation), the emotional wellbeing team will call the student at least weekly to check on their mental wellbeing. Where concerns are raised, a report to safeguarding should be made via CPOMS. Should there be concerns about the mental health of a parent, guardian, carer or sibling, this must also be raised with the designated safeguarding lead.

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered an ongoing place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home. Each Trinity School and College student has a COVID-19 risk assessment which is held centrally by the Executive and safeguarding team. Existing individual risk assessments should also be consulted especially where planning educational provision on site for students who present with challenging behaviour.

Senior leaders, especially the Designated Safeguarding Lead know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Our school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be Paula Brett.

There is an expectation that vulnerable children who have a social worker will attend an education setting if it is not safe for them to remain at home, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and our team will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, members of our school team or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our school will encourage our vulnerable children and young people to attend a school, including remotely if needed dependent on government advice and local lockdown guidance. At the time of writing, all students are expected to return to school and college in September 2020 as normal.

Attendance monitoring

Where a student is studying at home (school closure, local lockdown or self-isolation) has not logged in to their virtual learning environment, the safeguarding team are alerted and phone calls home made. If no contact has been made for 3 consecutive days, a safeguarding visit to the home will be made. Should this not be possible due to changing lockdown restrictions, other methods of contact will be explored.

Social workers, senior school leaders will agree with parents/carers whether vulnerable children should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not.

To support the above, the school will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker.

For those who are attending school remotely and learning from home (school closure, local lockdown, self-isolating), their attendance will also be monitored and the principles of following up non-engagement / non-attendance will be followed to ensure we are fulfilling our safeguarding obligations as detailed above.

Designated Safeguarding Lead

Our school has a Designated Safeguarding Lead (DSL) and Deputy DSLs.

The Designated Safeguarding Lead is: Paula Brett

The safeguarding trained professionals are: Elizabeth Baines, Georgina Moorcroft, Jackie Woolmer, Michelle Male, Gary Hunsley, Kieren Martin, Thomas Furnell, Peter Morley and Carol Sargeant

The optimal scenario is to have a trained DSL (or deputy) available on site whenever there are one or more children in attendance. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site and ensure the safeguarding team are kept informed as appropriate.

This might include updating and managing access to child protection management systems, and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all school staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers and other professionals, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy and submit a report using CPOMS. In the unlikely event that a member of staff cannot use the usual reporting systems from home, they should email the safeguarding team. They must also gain confirmation via phone, Email reply or similar to confirm the concern has been received successfully.

If no confirmation of receipt is promptly forthcoming, or the CPOMS report has not been read, the staff member should notify the allocated Operations Director for their school (noted above) or the Group Managing Director without delay.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to Elizabeth Baines. If there is a requirement to make a notification to Elizabeth Baines whilst away from school, this should be done verbally and followed up with an email to ebaines@trinityschoolrochester.co.uk. All policies and procedures relating to concerns about an adult working with children, as laid out in the safeguarding policy, must be followed.

Concerns around Elizabeth Baines should be directed to the Group Managing Director.

Safeguarding Training and induction

DSL training is no longer available face to face at the time of writing. Online DSL training is being prepared by Medway Local Authority for roll out in the autumn term. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All DSLs are expected to complete all Educare courses available to them and any directed by Medway Local Authority.

All existing school staff have had safeguarding training and have read part 1 and Annex A of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers begin at the school, they will continue to be provided with a safeguarding induction and should complete the Educare Module relevant to the setting. At Trinity School and College, induction safeguarding training is the responsibility of Georgina Moorcroft and will take place in September 2020 during planned staff training days.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Trinity School and College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where the school is utilising volunteers, they will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The school will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools

The school will continue to provide a safe environment, including online. This includes the use of an online filtering system when students are accessing the internet in school. Where students are using computers in school, appropriate supervision will be in place. Where students are working at home or have borrowed ICT equipment to use at home, responsibility for supervision and a safe internet connection rest solely with parents and carers.

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The period between March and July 2020 has highlighted the vulnerability of students to online issues therefore, reinforcing internet safety must be achieved at every opportunity within the curriculum whether during a school closure and remote learning or where learning is taking place on site.

Online teaching should follow the same principles as set out in the School's code of conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded, as should a record of any contact made. Trinity School and College have a risk COVID-19 risk assessment in place for each student and records of communication are held within this.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Any member of staff who contacts a student during at home working, must email jwoolmer@trinityschoolrochester.co.uk stating the time, date and nature of the interaction so that the COVID-19 communication record can be updated. Any staff member making such a phone call must ensure their personal phone is set to 'No caller ID'. Staff personal mobile phone numbers may not be given to parents, carers or students.

The school will share safeguarding messages on its website and social media pages including resharing the parent safeguarding leaflet.

Our school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their

parents/carers. Teachers at our school need to be aware of this in setting expectations of pupils' work where they are at home.

Our school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child.

Supporting children in school

Our school is committed to ensuring the safety and wellbeing of all its students and will continue to be a safe space for all children to attend and flourish, albeit in person or remotely.

The Executive Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Our school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Our school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them if they are unable to be cared for at home.

Where our school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Group Managing Director. There are 10 members of DSL trained staff so there is cover available should there be widespread COVID-19 related absence.

Peer on Peer Abuse / Child on Child Abuse

Our school recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer / child on child abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy and Peer on Peer / Child on Child Abuse Policy.

The school will listen and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.

Support from Cavendish Education

The Cavendish Education Group Managing Director and Chairman, alongside the wider Executive Team will provide support and guidance as appropriate to enable the SLT and particularly the DSL to carry out their role effectively.

Cavendish Education is committed to providing enhanced DSL support, including weekly DSL online meetings, to quality assure practice and to share updates, as necessary.

Bespoke documents providing safeguarding guidance to staff and parents / carers have been drafted and distributed.

The Executive Team are supporting schools with their liaison with local authorities, with particular focus upon the risk assessments for vulnerable children. A common risk assessment framework is being developed.

Andy Holder, Operations Director, has been nominated to oversee the safeguarding function of the Covid 19 response for the group.

Appendix 13 - Signs of Safety Mapping and Planning Form



Signs of Safety Mapping and Planning Form

What are we worried about? (Harm and future danger)	What is working well? (Strengths and demonstrated safety, engagement with Trinity interventions)	What needs to happen? (Safety goals and next steps in working toward safety)
<p>Past harm (What has happened, that worries us)</p> <p>Future danger (What are we worried might happen)</p> <p>Complicating factors (What makes building safety or working with the child/ family more complicated)</p>		<p>Trinity (What additional support could be offered from within Trinity)</p> <p>Family (What action / support is needed from the family)</p> <p>Next steps (What action is needed to increase safety including action within Trinity and referrals to external agencies)</p>
<p>Completed by:</p> <ol style="list-style-type: none"> 1. 2. <p>Date:</p>	<p>Mapping outcome: (Include agreed timescales and score (0 no risk to 10 immediate danger) and any details of referrals to be made):</p>	