

# Trinity Christian School Nursery, Primary & Secondary



TRINITY  
CHRISTIAN SCHOOL

## Safeguarding & Child Protection Policy

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Reviewed Date:	Jan 2021
To be reviewed:	Spring 2021
Policy sent to be reviewed by Governors Date:	20/1/21

## Safeguarding & Child Protection Policy

**IMPORTANT!!** All staff members at Trinity Christian School are advised to maintain an attitude of “it could happen here.” If at any point, there is a risk of serious harm, immediate action must be taken by making a referral to children’s social care (or Police) Tameside Children’s Services Hub at 0161 342 4101. The DSL normally makes referrals but it must be remembered that **anybody can make a referral.**

### AIMS OF THIS POLICY

- To ensure that children are effectively safeguarded from the potential risk of harm at Trinity Christian School and that the safety and wellbeing of the children is of the highest priority in all aspects of the school’s work. The terms child and children include everyone under the age of 18
- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

### PURPOSE OF THIS POLICY

To ensure that all members of the school community...  
 ...are aware of their responsibilities in relation to safeguarding and child protection.  
 ...know the procedures that should be followed if they have a cause for concern.  
 ...know where to go to find additional information regarding safeguarding.  
 ...are aware of the key indicators relating to child abuse.  
 ...fully support the school’s commitment to safeguarding and child protection

This Safeguarding and Child Protection Policy has been written in reference to the latest Keeping Children Safe in Education (January 2021) but should also be read in conjunction with:

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: Independent school standards guidance 2019
- The Prevent Duty July 2015
- The use of social media for on-line radicalisation (July 2015)
- Departmental advice for schools and childcare providers July 2015
- The Equality Act 2010
- The Education Act 2002
- The Children’s Act 2004
- The Childcare Act 2006
- Working Together to Safeguard Children 2018
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)

#### Definition of safeguarding:

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- preventing impairment of children’s mental and physical health of development.

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcome

<b>PRINCIPLES</b>
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**“It could happen here”**

This Policy is addressed to all members of staff and volunteers at the School. It applies to all children attending the school and does not exclude those children whose parent/family are members of staff.

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

Trinity Christian School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures which include:

- Prevent Policy (Tackling Extremism and Radicalisation)
- British values Policy;
- Anti-Bullying Policy;
- Behaviour Management;
- School Security;
- E-Safety;
- Staff Recruitment Policy;
- Positive Safe Handling Policy;
- Code of Conduct;
- Whistle Blowing Policy

Trinity Christian School is committed to the children in our care, to protect and safeguard them as well as promoting their welfare and protection. It is unacceptable for those in a position of trust to engage in any behaviour that would be considered abusive.

The school is committed to safe recruitment, supervision and training for teachers, parents and other adults who work in the school

The School has systems to:

- Prevent unsuitable people working with pupils - *via Staff Recruitment Policy*.
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe. - *via regular staff training*
- Promote safe practice and challenge poor/unsafe practice - *via regular staff training*
- Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm - by providing guidance on areas such as Positive Handling and inappropriate electronic communication).

Staff members working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see Trinity Christian School as a safe place if there are any difficulties at home.

As a school working in partnership with the parents it is essential to provide a safe and caring environment for our pupils. Unfortunately, it must be recognised that young people can become the victims of physical, sexual, emotional abuse and neglect.

The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. We will also encourage pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.

### **British values - see also *British Values Policy and Prevent Policy***

Preventing and protecting children from becoming radicalised and developing anti British values is seen as a wider safeguarding issue. Therefore, staff at Trinity Christian School are required to be vigilant about all safeguarding matters which include children and young people being drawn into extremist organisations.

## RECRUITMENT

### **“It could happen here” - Also refer to the *Staff Recruitment Policy***

We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education Sept 2018 and KCSIE 2021 (Jan update) Part Three”, in particular we will ensure that all necessary checks (as detailed in the Staff Recruitment Policy) and all DBS Barred Lists/Prohibition checks are completed before a person takes up a position in the school.

Furthermore, and in line with The School Staffing (England) Regulations 2009 we will also ensure that at least one person on an interview panel has received safer recruitment training which is renewed regularly (at least every two years). This person is normally the Headteacher.

## DESIGNATED SAFEGUARDING LEAD (DSL)

“It could happen here”

The Designated Safeguarding Lead is **Michael Stewart (Headteacher)**  
The Deputy Designated Safeguarding Lead is **Claire Bamford (SLT/Teacher)**

All safeguarding concerns must be immediately reported to the DSL’s. In the event of both the DSL and DDSL being absent from school or “offsite” all safeguarding concerns must be reported to Mr Chris O’Gorman (SLT/Teacher) or Mr Andy Chadwick (Chair of Governors).

Trinity Christian School Safeguarding Team Members emails, for Safeguarding reasons only:

- Michael Stewart: [michael.stewart@trinityteachers.co.uk](mailto:michael.stewart@trinityteachers.co.uk)
- Claire Bamford: [c.bamford@trinityteachers.co.uk](mailto:c.bamford@trinityteachers.co.uk)
- Chris O’Gorman: [c.ogorman@trinityteachers.co.uk](mailto:c.ogorman@trinityteachers.co.uk)
- Mr Andy Chadwick: [andy.chadwick@revivechurch.co.uk](mailto:andy.chadwick@revivechurch.co.uk) / [chair@trinityschool.org.uk](mailto:chair@trinityschool.org.uk)

School Contact number: 0161 303 0674.

Outside agencies:

THE HUB: Tameside Safeguarding Children Partnership - 0161 342 4101

Tameside Designated Officer (previously known as LADO) - Tania Brown 0161 342 4398

We believe that everyone who comes into contact with children and their families should adopt an attitude of **“It could happen here!”** and that all staff have a role in keeping children safe. We also believe that every person has the right to make a referral to Tameside Social services (or other relevant services which may include the Police) However, the Designated Safeguarding Lead Practitioner (DSL) is Michael Stewart and the Deputy DSL is Claire Bamford. Both the DSL and Deputy DSL are supported by the other members of the Safeguarding Team.

The DSL and Deputy DSL at Trinity Christian School is required to undergo regular and suitable safeguarding training which includes local inter-agency working protocol and training in the Tameside Safeguarding Children Partnership (at least every two years and which is in line with LSCB) and to ensure that this information is cascaded to all staff via staff training on an annual basis. An additional duty of the DSL is to liaise with all outside agencies and social care services (including Tameside Service Hub).

The DSL and DDSL are key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The DSL and DDSL also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

All members of staff (including volunteers) must be made aware of who this person is and what their role is.

- The DSL is the first person to whom members of staff report concerns.
- The DSL will work with the DDSL to act as a source of advice and coordinate action within the school over child protection cases.
- The DSL will refer cases to the Local Authority safeguarding board (Tameside Hub 0161 342 4101)
- The DSL and DDSL will receive appropriate training every two years and cascade this to staff regularly
- The DSL and DDSL will ensure the Safeguarding and Child Protection Policy is reviewed annually
- The DSL will ensure that education authorities are alerted when a child leaves the school or when a child is absent from school for a continuous period of 10 consecutive days.
- The DSL is responsible for monitoring the implementation of the E-safety Policy and will ensure that key staff are fully trained and fulfil their responsibilities.

#### **Collaborative role:**

In line with KCSIE guidance we recognise that a key role of the DSL is to work with other professionals. In so doing, the DSL will promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and all relevant outside agencies.

<b>Staff</b>
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**“It could happen here”**

All staff members have a responsibility to provide a safe environment in which children can learn. They have a responsibility to identify children who may be in need of extra help or who are suffering, vulnerable, or are likely to suffer, significant harm. Staff have a responsibility to review and monitor the list of these students on a regular basis. All staff members then have a responsibility to take appropriate action, working with other services as needed, including Early Help.

All staff members in the school must read the content of the policy. The *Teacher Standards 2012* 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.

All staff must undertake child protection training that must be updated regularly. This training includes On line and Prevent Safety. The School is committed to an on-going training programme on such matters. Yearly updates will be undertaken at the beginning of each school year and periodically through the year.

All staff must read Part 1 and Annex A “Further Information”, of Keeping Children Safe in Education (latest version 2021 Jan). The school has systems in place to assist staff understand and discharge their role and responsibilities”. Staff must use the relevant Safeguarding Forms to communicate all Safeguarding concerns (for easy access blank forms are displayed in the Staff Room) Staff must not communicate any concern in a verbal manner to the DSL.

In addition to working with the designated safeguarding lead staff, staff members should be aware that they might be asked to support social workers to take decisions about individual children.

All staff members should make themselves aware of the systems within the school that support safeguarding, which are explained in the staff induction. This includes the school’s child protection policy; the staff code of conduct (including acceptable use of IT); behaviour policy, E-safety Policy and the designated safeguarding lead.

Staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children’s social care.

Staff members should be aware of any signs of extremist views of any kind in our school, whether from internal sources - students, staff or governors or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this - we have a duty to ensure this happens.

Staff members are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school’s procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect,

including sexual abuse or exploitation. More information can be found in this policy about children who run away or go missing from home or care.

### **Disqualified from working with children:**

All staff are LEGALLY REQUIRED to inform their employer if they are disqualified from working with children where they work with EYFS or in an After School club provision for 8s and under. This will initially be checked on appointment.

KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2018)

## INDUCTION AND TRAINING

### **“It could happen here”**

#### **Induction**

All staff (including peripatetic teachers and volunteers) will be provided with induction training that includes:

- The Safeguarding and Child Protection Policy
- Information about the identity and role of the DSL/DDSL
- The Staff Code of Conduct Policy (including acceptable use of IT)
- E-safety Policy
- Behaviour management policy
- Access to other Safeguarding guidelines/policies such as, First Aid, Missing children, Whistleblowing Policy and Children Missing from Education (CME) which forms part of the Attendance Policy and more (see Induction checklist)
- A copy of Part 1 of KCSIE (plus Annex A)

EYFS training:

Induction training for staff working in the EYFS includes all the above plus:

- Help in understanding roles and responsibilities
- Information about emergency evacuation
- Intimate Care Policy
- Health and Safety issues

All new employees are briefed on the role of the DSL which will give them an overview of the school and ensure that they know how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.

All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training.

The DSL(s) will update their knowledge and skills by attending LSCB approved training at least every two years and disseminate this training to all staff.

<b>GOVERNING BODY</b>
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**“It could happen here”**

The Governing Body’s Designated Governor for Safeguarding and Child Protection is currently carried out by Mrs Hayley Boswell (Vice Chair of Governors). To ensure that the school is discharging its responsibilities in a robust fashion the Governor will:

- meet termly with the DSL and audit the systems/procedures/paperwork and outcomes of all reported safeguarding issues
- disseminate all safeguarding issues to the wider Governing Body at Governing Body Meetings
- ensure that all paperwork pertaining to safeguarding (regardless of the outcome) is stored/recorded and acted on.
- regularly review this policy and the effectiveness of its procedure and report back to the wider Governing Body on an annual basis.

Our Chair of Governors role in Safeguarding is to take the lead in dealing with allegations of abuse made against the Headteacher.

The Governing Body take seriously their responsibility to protect and safeguard the welfare of children and young people entrusted to the school’s care. The Governing Body will ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils according to section 10(2) of the Children Act 2004(a).

The Governing Body recognise the need to build constructive links with childcare agencies, and will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Accordingly, these guidelines have been prepared in consultation with the PCCA’s Churches Protection Advisory Service, (CCPAS)

The Governing Body are committed to:

- Listening to, relating effectively and valuing children and young people whilst ensuring their protection within school activities.
- Ensuring safeguarding is taught 'as part of providing a broad and balanced curriculum'
- Employing the expertise of the staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy.
- Encouraging and supporting parents/carers
- Ensuring that staff members are given support and training
- Having a system for dealing with concerns about possible abuse
- Maintaining good links with the statutory child care authorities

## PHOTOGRAPHING CHILDREN

### “It could happen here”

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child’s successes.

However, if there are Health and Safety issues associated with this, i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent’s permission. Please see Prevent Policy & School Visitors Policy on how visitors should be monitored.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions, although we always ensure that parents are informed that this is prohibited.

At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil. The use of photographs and videos will be at the discretion of the Headteacher.

**It is strictly forbidden for staff or any other person to take photographs of children using their mobile phone. Any photographs of children must be done by using the school digital camera. See EYFS Policy on the use of photographs and mobile technology in the EYFS.**

## The Prevent Duty

From Wednesday 1 July 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The Governmental definition of extremism is:

***‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.***

Schools and EYFS providers have a critical part to play. In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere.

As a school and EYFS provider, we are expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.

- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet

The school holds a separate Preventing Extremism and Radicalisation Policy with regard to this.

The full Government Prevent Strategy can be viewed at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

The full Government Prevent Duty (2015) can be viewed at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

#### Further Guidance:

<b>David Crewe 12744</b> Prevent Engagement Officer Tameside	<b>0161 856 6345</b> <b>0161 856 1074</b> <b>07881280847</b>
<b>Tania Brown</b> Designated Officer (previously known as LADO) Tameside Safeguarding Children Partnership	<b>0161 342 4398</b>
<b>DFE</b> Dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:	<b>020 7340 7264 and counter-extremism@education.gsi.gov.uk.</b>
<b>Tameside and Glossop Early Intervention Team</b>	<b>0161 716 3280</b>

This Policy recognises children at risk who have suffered or might suffer significant harm. In this instance the DSL (DDSL) will report the matter to Tameside Safeguarding Children Partnership **immediately (and Police in the event of a crime being committed)**.

All other safeguarding concerns relating to children in need will lead to early help; inter agency work and intervention using local (and school) processes including the use of Common Assessment Framework and Team around the child TAC.

#### IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

##### “It could happen here”

Staff at Trinity Christian School are trained by the DSL on a regular basis. This training includes:

- Understanding what constitutes child abuse
- The types of child abuse
- How to identify if a child is being abused
- What to do if a child is being abused

- How to respond to a disclosure

A child protection concern may come to the attention of school staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure, an injury that you see or staff suspicion.

As part of our commitment to remain vigilant we always begin each Tuesday staff training session with a Safeguarding slot. This ensures that any concerns are immediately shared by all staff. Child Protection incidents of a discrete matter are not discussed publically at these times and are reported to the DSL in the usual manner.

In addition to this staff are required to record all child protection concerns on the school's electronic system.

If staff at Trinity Christian School has a concern about a child, they should always raise these with the DSL (Headteacher). The DSL will usually be the one that decides if a referral to Tameside Hub (0161 342 4101) is required or not - **although it must be remembered that anyone can make a referral.**

The definition of a child is everyone under the age of 18 years' old

## SPECIFIC SAFEGUARDING ISSUES

### Learners with SEN and Disabilities

Learners with SEN and disabilities have additional safeguarding vulnerabilities:

- Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. The majority of disabled children are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children
- Disabled children (and severely disabled children even more so) may disclose less frequently and delay disclosure more often compared to typically developing children. Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend or teacher

Disabled children are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. Understanding a child's needs, building on their strengths, overcoming the barriers and developing innovative solutions for meeting the challenges will not only enhance the child's wellbeing and protection from abuse but will provide learning that may also be of benefit for non-disabled children. Disabled children have an equal right to protection from abuse.

Children who are assessed as being more vulnerable to suffering significant harm may be in need of additional support from outside agencies leading to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment

Framework' (CAF) and 'Team around the Child' (TAC) approaches. Refer to TSCB for advice and support on what support can be provided for those identified as in need for early help and support.

### **Mental Health**

Trinity Christian School recognises how important mental health is for the wellbeing of all children and staff at Trinity 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'. Whilst being alert to this, we recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

See para 36 KCSIE Jan 2021 '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'.

### **Children requiring mental health support**

We agree that schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. As such, our PSHE curriculum supports the new RSE curriculum and is designed to teach children real life strategies to improve their mental health. (Positive Thinking is one such PSHE unit). In addition to this, and whilst we recognise that only appropriately trained professionals should make a diagnosis of a mental health problem, Trinity does offer specific support for children who have been identified as needing mental health and wellbeing intervention

In so doing, we work closely with all outside agencies including Healthy Young Minds

### **RSE Relationship health and Sex education**

We recognise that the new RSE curriculum is an important resource for keeping children safe and we are taking a "phased" approach:

Paragraph 94: 'This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationship and Sex Education (for all Secondary Pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects'.

### **Serious violence**

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

### **Child Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

**The school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions (see Attendance Policy).**

### **Child Sexual Exploitation CSE - Child Criminal Exploitation CCE**

Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Child Criminal Exploitation (CCE) is a type of child abuse where children are manipulated and coerced into committing crimes.

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 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 enticements-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 Annex A of KCSIE'.  
(Distinct explanations of CCE CSE and County Lines in ANNEX A)

**Trinity holds the following document on file if ever the need arises for such information: "Safeguarding Children Abused through Sexual Exploitation".**

### **Contextual Safeguarding**

**In the new guidance of KCSIE 2021 Jan there has been further information included to outline what falls under the definition of contextual safeguarding, and more specific definitions of Child Sexual Exploitation, Criminal Exploitation and County Lines. Paragraph 21: 'All Staff should be 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 of 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'.**

### **Peer-on-Peer Abuse**

We recognize that children can abuse other children and that “peer on peer abuse” (including UPSKIRTING) is abuse. Therefore, peer on peer abuse will always be treated with the greatest seriousness. Peer on peer abuse includes the following:

Upskirting which 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

**Bullying** (including cyberbullying)

**Physical abuse** such as hitting, kicking, shaking, biting, hair pulling - or otherwise causing physical harm.

**Sexual violence** such as rape, assault by penetration and sexual assault.

**Sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

**Sexting** (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

In the event of a safeguarding incident involving “sexting” the DSL and DDSL will use the procedures contained in “Sexting in schools and colleges - Responding to incidents and safeguarding young people 2016” and the latest KCSIE guidelines

Further guidance on sexting and the process used to investigate it can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.24\\_39\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.24_39_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

### **Online abuse**

We recognise that abuse can take place online or may be used to facilitate offline abuse by the perpetrator in the real world. As such, we ensure that appropriate filters are in place and are monitored regularly by the ICT dept. See E Safety Policy and Annex C of KCSIE

We also recognise that the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boy’s perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse is never “banter” or “fooling around” - it is always extremely serious (and potentially criminal) and will not be tolerated.

### **Dealing with allegations of peer on peer abuse:**

When investigating an allegation of peer on peer abuse we will use the same rigour that we use for all other cases of abuse. However, we will minimise the likelihood of peer on peer abuse occurring by fully implementing our Behaviour Policy, Anti-Bullying Policy, E Safety, Prevent and all other relevant policies. In addition to this, all staff will remain vigilant and will record

all allegations of peer on peer abuse on the school's Electronic Tracking system and in the Concerns File.

The victims of peer on peer abuse will be supported by never being made to feel that they are responsible or in some way to blame. As such, any victim of peer on peer abuse will be supported with sensitivity, care and compassion. Research shows that children rarely "lie about peer on peer abuse - consequently all investigations of peer on peer abuse will begin with the attitude that the victim is telling the truth.

We believe in taking a preventative stance in tackling peer on peer abuse as is reflected by the PSHE/Citizenship curriculum.

Resources on peer-on-peer pressure can be found at:

<http://www.msunderstood.org.uk/assets/templates/msunderstood/style/documents/MSUPB01.pdf>

### Sexual Violence and Harassment

The school's 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. As per usual in safeguarding matters, we should never promise to keep disclosures secret.

Important considerations on how to respond will include:

- 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 (as set out on paragraphs 16-20);
- the ages of the children involved;
- the developmental stages of the children with Special Educational Needs 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?
- is the alleged incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, adult students or school or college staff?
- other related issues and wider context.

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important, is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

The four main responses that the DSL/DDSL should consider are:

1. Manage internally
2. Seek early help (HYM and other counselling agencies)
3. Referral to Children's Social Care
4. Reporting to the Police

As always when concerned about the welfare of a child, all staff should act in the best interests of the child and the DSL/DDSL will follow general safeguarding principles using the latest Keeping Children Safe in Education (Jan)2021.

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).

Further guidance on sexual violence and harassment can be found in the latest KCSIE [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### **Supporting the Victim.**

We use the following principles from KCSIE 2021 Jan to support the victim

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include referral to outside agencies that include Tameside Safeguarding Children Partnership (see above for contact details, Police, HYM, Rape Crisis Centre and Internet Watch Foundation (to potentially remove illegal images).

We recognise that parental consent is not always required for referrals to outside agencies. We will always act in the best interest of the child/victim.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. We should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation.

It is important that we do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

The designated safeguarding lead should take responsibility to ensure this happens and should discuss approaches to support with the victim and, where appropriate their parents or carers.

### **Supporting the Perpetrator.**

Whilst we need to safeguard the victim and wider pupil/student body, it is of paramount importance to provide the alleged perpetrator with the necessary support in addition to any disciplinary sanctions.

We use the following principles from KCSIE 2021 to support the perpetrator:

- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials.
- Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- We will ensure that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead is responsible to ensure this happens.

### **Organised Abuse**

Organised abuse is sexual abuse where there is more than a single abuser and the adults concerned appear to act in concert to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

### **Managing mobile technology**

Trinity ensures that in addition to internet filtering software, children are kept safe from abuse online by operating a zero tolerance policy on all mobile devices. Our mobile phone policy ensures that all mobile phones are handed in at registration in order to prevent the use of 3G/4G access to the internet. (See mobile phone policy and e-safety policy).

### **Female Genital Mutilation**

Female Genital Mutilation (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.

Staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL

The school can access the following document if ever the need arises for such information: 'Multi-Agency Statutory Guidance on Female Genital Mutilation' (CEE MOD) or

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### **Honour-Based Violence**

So-called Honour Based Violence (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk.

Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality. Men may be targeted either by the family of a woman who they are believed to have 'dishonoured', in which case both parties may be at risk, or by their own family if they are believed to be homosexual.

Some common triggers for HBV include:

- Refusing an arranged marriage
- Having a relationship outside the approved group
- Loss of virginity
- Pregnancy
- Spending time without the supervision of a family member
- Reporting domestic violence

### **Prevention education programme.**

Definition of radicalisation is '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 political, religious, or ideological cause

At Trinity Christian School children are taught about safeguarding, including online, through the curriculum and PSHE & Citizenship. The "Real Love Rocks" programme by Barnados <http://www.barnadosrealloverocks.org.uk/> has been introduced to Secondary to help children to safeguard themselves in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.

Training was provided by TCSB and cascaded to staff who deliver the content in lessons including:

#### Unit 1:

- Relationships: what they are and what makes a happy, safe and fair relationship.
- Grooming: what it is and how to get help if a child feels uncomfortable.
- Keeping Safe: how to stay safe, especially as they begin to get an increased independence and go to secondary school.
- Being Online: How to keep safe when online, on phones, computers, tablets and when gaming.

#### Unit 2:

- Relationships: What they are and what makes a happy, safe, fair and consensual relationship.

- Child Sexual Exploitation: What it means, the different ways it might happen and where to get help if needed.
- Keeping Safe: Encouraging young people to think about how to stay safe when they are out and about; highlighting the added risk that alcohol, drugs or not being in contact with parents/careers can bring.
- Impact of Watching Porn and Sexting: The impact of watching porn and the possible consequences. The risks involved in sexting and how to stay safe online.

Children are helped to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is integral to the school's ICT curriculum and is also embedded in PSHE and sex and relationships education (SRE).

Prefects also conduct assemblies for pupils on how to stay safe online, as well as seminars for parents on how to keep their children safe.

The latest resources promoted by DfE can be found at:

- *The use of social media for on-line radicalisation*  
<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>
- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

### **OTHER SAFEGUARDING ISSUES**

Staff need to be aware of the following specific issues. The school holds policies on those marked with an \*

Guidance and practical support on these specific safeguarding issues will be sought from expert and professional organisations, if and when needed, using the NSPCC and GOV.UK websites:

- bullying including cyberbullying\*
- domestic violence
- drugs\*
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- sexting\*
- teenage relationship abuse
- trafficking

**Upskirting'** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Please read the section above on Peer on Peer Abuse to get a fuller view on Upskirting.

### Types of abuse and neglect

Abuse is 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**. They may be abused by an adult or adults or another child or children (peer abuse). Abuse generally falls into four main categories being:

- **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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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.

**For more detailed info on recognising signs of abuse refer to Annex 1**

<b>RESPONDING TO ALLEGATIONS OF ABUSE</b>
-------------------------------------------

The procedures used by Trinity Christian School when responding to allegations of abuse are consistent with Keeping Children Safe in Education 2021 January update

### **Managing Allegations Against Staff**

All allegations of abuse (including any that might have happened outside of the school e.g. domestic abuse at home) must be reported and acted upon. The criteria for when a referral must be made is:

- Where they have 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 -this includes an incident that might have happened outside of school

### **Supply/Peripatetic Staff**

Whilst Trinity Christian School is not the legal employer of supply and peripatetic staff, all staff who come into contact with children will be referred in the event of an allegation of abuse and the DSL will take the lead in this.

#### **For staff:**

Sometimes a child will tell you something (disclosure) - sometimes you may see something or notice an actual injury - Under no circumstances should any member of the school community carry out their own investigation into allegations or suspicion of abuse. The person in receipt of allegations or suspicions of abuse will do the following:

- Write the concern using the correct concern form and give to the DSL on the day that the incident was noticed. The details must be accurate with correct dates being submitted

#### **For DSL:**

All allegations of abuse will be treated with the “strictest seriousness” - however, and in keeping with KCSIE Jan 2021 the DSL must endeavour to use common sense and judgement, particularly in the event that the allegation is a “Third Party Allegation”. The DSL will decide on the appropriate actions and will consider if an investigation needs to be conducted, including if the allegation needs to be passed to Children's Social Care/Police.

The following definitions should be used by the DSL when determining the outcome of the investigation:

- Is the allegation substantiated: there is sufficient evidence to prove the allegation;
- Is the allegation malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- Is the allegation false: there is sufficient evidence to disprove the allegation;

- Is the allegation unsubstantiated: there is insufficient evidence to either prove or disprove the allegation? The term, therefore, does not imply guilt or innocence;
- Is the allegation unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made?

### **False/Unfounded**

The investigation may lead to a decision that no further action is needed, in which case the justification must be written down and recorded.

All discussions, telephone calls and meetings in relation to the investigation must be recorded

### **Substantiated:**

Following this initial investigation and in the event of the allegation being substantiated the DSL must:

Contact the Social Services Duty Social Worker for children and families or Police Child Protection Team, directly. The DSL will NOT speak to the parent (or anyone else). All allegations reported to Children's/Social Services/Police must be reported to the Child Safeguarding/Child Protection Governor on the same day that the report is made

Trinity Christian School will support the DSL in their role, and accept that any information they have in their possession will be shared in a strictly limited way on a need to know basis.

Trinity Christian School acknowledges the right of any individual as a citizen to make a direct referral to the Local Authority. **Anyone can Make a Referral!**

### **Managing Allegations Against Staff**

Some amendments have been made to the allegations section of KCSIE. The update now specifically includes supply teachers (along with anyone else working in the school or college, and volunteers).

There has also been an addition to the criteria for when a referral should be made:

- Where they have 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; or - (new line) behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This new addition aims to highlight the transferable risk. This is when an individual may have been involved in an incident outside of the school, that could have an impact of their suitability to work with children. An example of this could be an incident of domestic abuse. 'Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly'.

'The school or college will usually take the lead (in any investigation) because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts or liaise with the LADO).'

### **HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE**

In the event of a child disclosing information to you it is not easy to give precise guidance, but the following may help:

The abbreviation TED is an effective strategy to use and helps the child to describe what has happened

- Tell me
- Explain to me
- Describe to me

○ GENERAL POINTS

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know - NEVER PROMISE

○ CONFIDENTIALITY

- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.
- Never ask direct questions or leading questions e.g. “Did he hit you?” vs. “Tell me what happened”.

○ HELPFUL THINGS YOU MAY SAY OR SHOW

- I believe you (or showing acceptance of what the child says).
- Thank you for telling me.
- It’s not your fault.
- I will help you.

○ DON’T SAY

- Why didn’t you tell anyone before?
- I can’t believe it! Are you sure this is true?
- Why? When? How/ Who? Where?
- Never make false promises.
- Never make statements such as “I am shocked, don’t tell anyone else”.
- 

CONCLUDING

- Again reassure the child that they were right to tell you and show acceptance.
- Let the child know what you are going to do next and that you will let them know what happens (you might have to consider referring to social Services or the Police to prevent a child or young person returning home if you consider them to be seriously at risk of further abuse).
- Contact the DSL or contact an agency such as CCPAS for advice or go directly to social Services/Police/NSPCC. Tameside Hub can be contacted at 0161 342 4101
- Consider your own feelings and seek pastoral support if needed.

### What to Do Once a Child Has Spoken To You about Abuse

#### The Procedure

1. Make notes as soon as possible (preferably within an hour of being told), writing down exactly what the child said, write what you said in reply to the child, when he/she said it and what was happening immediately beforehand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all hand written notes secure, even if these have been typed subsequently.
2. Report your discussion as soon as possible to the DSL (all concerns must be written on the relevant safeguarding form).
3. You should not discuss your suspicions or allegations with anyone other than those nominated in the above point.
4. Once a child has talked about abuse the CPO should consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact Social Services and/or police to discuss putting into effect safety measures for the child so they do not return home.

For more detailed info on how to respond to allegations of abuse refer to Appendix 2

<b>CONDUCT OF STAFF</b>
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The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children.

All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private means including texting, email, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils and families outside school hours or school duties

Should a child need to have their belongings searched or confiscated, specific guidance regarding this and the law are found in the Searching and Confiscation policy.

For further details, see the school's Code of Conduct Policy.

#### **Self-reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with the DSL. Whilst such reporting will

remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

<b>ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF</b>
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**The procedures used by Trinity Christian School when responding to allegations of abuse against a member of staff are consistent with Keeping Children Safe in Education 2021 Part Four**

The safeguarding needs of children will always “trump” the need to protect staff from unfounded allegations.

1. All allegations of abuse against a member of staff (or Governor) will be reported immediately to the Headteacher. The Headteacher will immediately report the allegation of abuse to The LADO/Police (see above for contact details).

The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required. These discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Careful consideration should be made as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The Headteacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO (Tania Brown 342 4398).

- All discussions regarding the allegation of abuse will be recorded in WRITING.
- The Headteacher will take advice from the LADO (KSIE 2021 and WT) if suspension is required or whether other alternative arrangements should be put in place.
- Records concerning allegations of abuse will be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

2. In the event of the Headteacher being absent or offsite all allegations of abuse against staff must be reported IMMEDIATELY to DDSL. The DDSL will immediately report the allegation to the Chair of Governors. The Chair of Governors will then immediately report the allegation to the LADO.

3. In the event of the Headteacher and DDSL being absent or offsite the allegation must be reported immediately to the Chair of Governors who will then immediately report the allegation to the LADO.

4. In the event of the allegation being made against the Headteacher the Head MUST NOT be informed. In this case, the allegations of abuse will immediately be made to the Chair of Governors. The Chair of Governors will immediately contact the LADO (see above for contact details). The Headteacher must not be informed until the Chair of Governors and the LADO have been contacted.

Dealing with allegations of abuse guidance is included in the statutory guidance Keeping Children Safe in Education 2021. In the event of an allegation of abuse being made against a member of staff Trinity Christian School will refer to this for further information.

***Specific safeguarding issues***

- child missing from education
- child missing from home or care

- child sexual exploitation
- bullying including cyber bullying
- domestic violence
- drugs
- fabricated illness or induced illness
- faith abuse
- female genital mutilation - staff at TCS need to know that FGM is a criminal offence and all incidents of it must be reported to the police
- forced marriages
- gangs and youth violence
- gender based violence
- mental health
- private fostering
- preventing radicalisation
- sexting teenage relationship abuse
- trafficking
- so called honour based violence

For up to date information on specific safeguarding issues, please read ‘Keeping Children Safe in Education 2021

<b>WHISTLEBLOWING</b>
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Whistleblowing procedures:

The needs of the child are paramount and “trumps” all other things - including the need to maintain personal relationships between DSL and staff. In effect, this means that staff at Trinity will use their Whistleblowing rights if they feel that safeguarding is not being treated effectively or seriously at school. Staff at Trinity are being negligent in their safeguarding duties if they fail to do so!

The Key Principles of our Whistleblowing Policy are taken from KCSIE 2021 and are summarized as:

- ✓ Trinity is a school that values a culture of safety and of raising concerns
- ✓ The needs of the child will always supersede relationships with staff and parents.
- ✓ Staff are valued and their input into maintaining a safe environment for children is of paramount importance
- ✓ We are committed to training and raising awareness of potential safeguarding issues
- ✓ The DSL and DDSL will work with a culture of “transparency” - and will always endeavor to keep staff informed
- ✓ The need to protect children from abuse is everyone’s responsibility.

**Confidentiality.**

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers, and so schools must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is

charged with an offence, or the DfE/(TRA) publish information about an investigation or decision in a disciplinary case.

### **DBS Referral.**

Trinity Christian School is committed to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

The DSL(s) should also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) as a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher misconduct: the prohibition of teachers* (October 2015). Further guidance is published on the TRA website. The NSPCC also offers a confidential Helpline on 02078252505 - staff can access this service should they feel that they need advice before whistleblowing to The Tameside Safeguarding Team on 0161 342 4101.

Staff at Trinity Christian school are being negligent in their professional duties if they fail to "whistle blow" in the event of a safe guarding issue being known. **The need to protect children overrides all others.**

### **Safeguarding Contingency Plan**

Trinity Christian School will ensure that all Safeguarding documents will be kept for a minimum of 50 years.

In the event of Trinity Christian School ceasing to operate or trade all Safeguarding Documents will be forwarded to the Chair of the Governing Body for safe storage

Safeguarding Documents include:

- (a) A copy of Safeguarding Policy plus records of training given to personal
- (b) Records of Abuse allegations or incidents
- (c) Copies of relevant information relating to abuse
- (d) Record of Historical Public Liability Insurance Policies

### **Child's need for a social worker**

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

**Appendix 1 Recognising Abuse**
Types of abuse

KCSIE 2021 Annex A - talks more about Domestic Abuse and how children can be witnesses to these behaviours.

‘All children can witness and be 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’.

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.

There are four main categories of abuse - physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy.

This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression

Frequent unexplained injuries

Afraid of physical contact

Violent behaviour during role play

Unwillingness to change clothes

Aggressive language and use of threats

Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer

Broken bones

Finger marks

Cuts and grazes

Cigarette burns

Cowering

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing

Cold - complaining of

Hunger - complaining of

Unkempt hair

Dirty

Body sores

Urine smells

No parental interest

Not wanting to communicate  
 Attention seeking  
 Often in trouble - police  
 Use of bad language  
 Lack of confidence - low self-esteem  
 Jealousy

Behaviour problems  
 Lack of respect  
 Bullying  
 Always out all hours  
 Stealing  
 Significantly underweight

### **Sexual Abuse**

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

#### Symptoms:

Inappropriate behaviour - language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence - marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks near genital area	
Drawing - inappropriate knowledge	
Relationships with other adults or children for example, being forward	

### **Emotional Abuse**

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

#### Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self infliction
Lack of confidence	Attention seeking
Isolation from peers - unable to communicate	Clingy
Afraid of authoritative figures	
Treating others as you have been treated	
Picking up points through conversation with children	

<b>Appendix 2 - Disclosure procedures</b>
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It is the job of staff members to record the disclosure and not to “investigate” the disclosure. The correct person to investigate the disclosure is the DSL or Deputy DSL.

When a child discloses information, the staff member must NEVER promise confidentiality or “will keep the disclosure a secret”. The safety of the child forbids this. Instead, ALL disclosures and evidence of possible abuse must be recorded and reported on the relevant Incident-Disclosure Form (see DSL). It is essential to respect the confidentiality of information received, which should only be passed on to designated colleagues.

Staff should record and report all factual evidence accurately and exactly; as well as recording carefully any feelings and suspicions. Bear in mind that parents/carers have a right to see information regarding their child unless it might put the child at risk of significant harm. This means that wording must be very careful i.e. avoid stereotyping, unsupported assumptions and derogatory language.

### **How to respond to a child wanting to talk about abuse.**

It is not easy to give precise guidance, but the following may help:

#### **General points**

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know - don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.
- Never ask direct questions or leading questions e.g. “Did he hit you?” vs. “Tell me what happened”

#### **Helpful things to say/do**

TED QUESTIONS are particularly useful - TELL me, EXPLAIN to me and DESCRIBE to me

- I believe you (or showing acceptance of what the child says).
- Thank you for telling me.
- It's not your fault.
- I will help you.

#### **Don't say**

- Why didn't you tell anyone before?
- I can't believe it! Are you sure this is true?
- Why? When? How/ Who? Where?
- Never make false promises.
- Never make statements such as “I am shocked, don't tell anyone else”.

**Next steps**

Reassure the child that they were right to tell you and show acceptance.

Let the child know what you are going to do next and that you will let them know what happens (you might have to consider referring to social Services or the Police to prevent a child or young person returning home if you consider them to be seriously at risk of further abuse).

**Summary****OBSERVE-RECORD-DSL**

- **OBSERVE**
  - Aim for early recognition of difficulties faced by any child.
  - Be aware of what to look out for (signs and symptoms).
  - Look for patterns of physical or behavioural indicators (there may be overlap between categories).
  - Promote speaking and listening so children feel able to share their worries.
  - Make sure children know the range of people in school they can talk to.
- **RECORD**
  - If you have any concerns, write them down with the time, date and your signature.
  - Include factual information rather than speculation.
  - Make sure any quotes are accurate and use children's own words where possible. If you paraphrase, make this clear.
  - If there are physical injuries, record their nature and location carefully e.g. 'light circular bruising about 4cm in diameter on back of left hand.'
  - Do not try to get extra information from the child unless advised to do so
  - Consult the NSCA before discussing your concerns with the parents/carers.
- **DSL**
  - If you have any Child Protection concerns, no matter how small, these should **always** be passed to or discussed with the DSL.

**Child Protection INCIDENT/WELFARE CONCERN FORM**

To ensure that children are kept safe **ALL SAFEGUARDING CONCERNS** must be put in writing before being given to the DSL

Child's name			
Child's date of birth		Year group	
Staff member reporting incident/welfare concern			
Date of incident/welfare concern		Time of incident	

Details of the incident/welfare concern

Reporting staff member's signature	Date
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Please pass this form to the Designated Safeguarding Lead Michael Stewart

The Designated Safeguarding Lead (DSL) – record the response to the incident/concern

and outcomes below			
Response to the incident/concern – note that action must include the names of anyone to whom your information was passed			
DLO to identify the level of RISK by ticking the appropriate box in the table below			
All Level 1 Risks will be supported in school			
All level 2 Risks will be supported with the help of outside agencies (CAF)			
All Level 3 Risks should be passed on to the LADO (Tanya Brown at 342 4398) within 12 hours of receiving the concern			
All Level 4 Danger Risks should be reported immediately – first to the Police and then to the LADO.			
The parents must NOT be informed unless specifically advised to do so by the Police			
<b>Level 1</b> Low risk	<b>Level 2</b> Medium risk	<b>Level 3</b> High Risk	<b>Level 4</b> Danger Risk
<b>Description of action by DSL:</b>			
Outcome Record outcomes of the action here			
DSL name			
DSL's signature	Date		

**Child Protection INJURY FORM**

To ensure that children are kept safe **ALL SAFEGUARDING INJURIES** must be put in writing and a BODY MAP completed before being given to the DSL

Child's name			
Child's date of birth		Year group	
Staff member reporting injury			
Date of first seeing injury		Date of recording the injury	
Brief description of injury			
<b>NOTE: Fill in the Body map as part of this form</b>			
Did you discuss the injury with the parent?	YES / NO	What did the parent say?	
Did you discuss the injury with the child?	YES / NO	What did the child say?	

Reporting staff member's signature:

Please pass this form to the Designated Safeguarding Lead Michael Stewart

The Designated Safeguarding Lead (DSL) - record the response to the injury and

outcomes	
Response to the injury– note that action must include the names of anyone to whom your information was passed	
Outcome Record outcomes of the action here	
DSL name	
DSL's signature	Date

**BODY MAP**

To be completed alongside the form/s above.  
Please allocate below the areas noted in report for injury or concern with a red circle

