



Holy Trinity C of E Primary Academy

Vision Statement

At Holy Trinity CE Primary Academy, inspired by and rooted in Christian values and teaching, we nurture children to become aspirational, courageous, compassionate and joyful young people.

The values of our school: Courage, Joy, Aspiration and Compassion

Safeguarding and Child Protection

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Policy Version Control	
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1 AIMS OF THIS POLICY

- 1.1 To ensure that children are effectively safeguarded from the potential risk of harm at Holy Trinity CE Primary Academy and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. 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.
- 1.2 To ensure that children and parents are aware that the academy will take robust action to ensure that children are safeguarded, and will follow appropriate procedures for identifying and reporting abuse and for dealing with any allegations should they arise whilst considering what is in the best interests of the child at all times.

2 PURPOSE OF THIS POLICY

- 2.1 To ensure that all members of the school community at Holy Trinity CE Primary Academy are aware of their responsibilities in relation to safeguarding and child protection. That they know the procedures that should be followed if they have a cause for concern and know where to go to find additional information regarding safeguarding. They will be aware of the key indicators relating to child abuse and fully support the school's commitment to safeguarding and child protection, share information and work together so the right help can be given to the child at the right time.

3 PRINCIPLES

- 3.1 Section 175 of the Education Act 2002 gives maintained and other schools a statutory duty to promote and safeguard the welfare of children, and to have due regard to any guidance issued by the Secretary of State.
- 3.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.
- 3.3 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.
- 3.4 We at Holy Trinity CE Primary Academy welcome the new Working together to safeguard children (2015) that streamlines previous guidance documents to clarify the responsibilities of professionals towards safeguarding children and strengthen the focus away from processes and onto the needs of the child.
- 3.5 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including

volunteers and governors) in this school, in whatever capacity, will at all-time act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm¹.

- 3.6 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 school as a safe place if there are any difficulties at home.
- 3.7 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- 3.8 In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by South West Safeguarding Children Board. (SWSCB)
- 3.9 Resulting from this we: -
- ✓ Ensure that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
 - ✓ Accept that safeguarding children is an appropriate function for all members of staff in the school, including volunteers, and the governing body;
 - ✓ Will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
 - ✓ Will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies;
 - ✓ Ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the South West Safeguarding Children Board (SWSCB);
 - ✓ Will share our concerns with others who need to know, and assist in any referral process; Will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by the SWSCB.

¹ Significant Harm Definition - The concept of 'Significant harm' (Children Act 1989) is the threshold that justifies compulsory intervention in family life in the best interests of children and young people: · 'Harm' means ill treatment or the impairment of health or development (including impairment suffered from seeing or hearing the ill treatment of another). · Whether the harm suffered by a child is 'significant' is determined by comparison of the child's health and development with that which could reasonably be expected of a similar child. There are no absolute criteria in judging what constitutes significant harm it may be the result of a single, traumatic event, or more often, of an accumulation of significant events, both acute and long standing. The Local Authority has a duty to make enquiries to decide whether action should be taken to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.

- ✓ Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies;
- ✓ Will ensure that all staff are aware of the child protection procedures established by the South West Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- ✓ Will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;
- ✓ Will act swiftly and make appropriate referrals² where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

4 DESIGNATED MEMBER OF STAFF

- 4.1 The designated senior member of staff (designated person) for safeguarding protection in Holy Trinity CE Primary Academy is Mrs Mercedes Henning (Headteacher).
 - 4.2 In her absence, these matters will be dealt with by Mr Dorian Amor or Mr Mark Gyllenspetz assistant headteachers or Ruth Edwards, admin assistant who have the required training.
 - 4.3 Within the designated person's role, they ensure that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
 - 4.4 All members of staff, including volunteers, must be made aware of who this person is and what their role is with regard to safeguarding.
 - 4.5 The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the SWSCB.
 - 4.6 The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
 - 4.7 Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
 - 4.8 Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
 - 4.9 If after a referral a child's situation does not seem to be improving the DSL or referrer should press for reconsideration. To challenge the decision of another agency, the DSL must use the Escalation Policy.
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- 4.10 Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15-day national requirement, separately from the main file, and addressed to the designated person for child protection.
- 4.11 Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
- 4.12 The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should: -
- 4.13 Attend training in how to identify abuse and know when it is appropriate to refer a case
- 4.14 Have a working knowledge of how the South West Safeguarding Children Board operates and the conduct of a child protection case conference and is able to attend and contribute to these when required.
- 4.15 Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- 4.16 Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

5 DESIGNATED GOVERNOR

- 5.1 The Designated Governor/s for Safeguarding at this school is: Mr Jeremy Shatford and Mrs Emma Fairbrother.
- 5.2 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 5.3 The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.
- 5.4 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
 - ✓ The school is carrying out its duties to safeguard the welfare of children at the school;
 - ✓ Hold a termly monitoring meeting with designated safeguarding lead with an agreed focus;
 - ✓ Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
 - ✓ Child protection is integrated with induction procedures for all new members of staff and volunteers;
 - ✓ The school follows the procedures agreed by the South West Safeguarding Children Board, and any supplementary guidance issued by the Local Authority;
 - ✓ Only persons suitable to work with children shall be employed in the school or work here in a voluntary capacity;

- ✓ Where safeguarding concerns about a member of staff are raised, take appropriate action in line with SWSCB Allegations against Staff Procedures and Holy Trinity CE Primary Academy Disciplinary Procedures.

6 RECRUITMENT

- 6.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- 6.2 We accept that it is our responsibility to follow the guidance set out in “Keeping children safe in education”; in particular we will ensure that we adopt recruitment procedures that help to deter, reject or identify people who might abuse children.
- 6.3 The following checks must be satisfactorily completed before a person takes up a position in the school:
- ✓ Identity checks to establish that applicants are who they claim to be
 - ✓ Academic qualifications, to ensure that qualifications are genuine
 - ✓ Previous employment history will be examined and any gaps accounted for.
 - ✓ Professional and character references prior to offering employment
 - ✓ Disclosure and barring services checks
 - ✓ obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
 - ✓ obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
 - ✓ check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services Online service;
 - ✓ verify the candidate’s mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

7 VOLUNTEERS

- 7.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with SWSCB Recruitment Policy.
- 7.2 Volunteers offer valuable support and enhance service provision by filling a wide variety of roles, which may involve working with teachers, children/students etc.

- 7.3 There are a variety of capacities within which volunteers can be of service, but they cannot replace a member of staff, or to cover a vacant post.
- 7.4 If the volunteer is a relative of a pupil or staff member of the school, they can still work in that area, but will not be asked to carry out any work that impinges upon their relationship.
- 7.5 The school accept the service of all volunteers with the understanding that such service is at their sole discretion. Volunteers must therefore be advised that at any time, for whatever reason, the school can decide to terminate the relationship.
- 7.6 Any volunteer, who has a conflict of interest with any activity or programme, whether personal, or financial, must declare this to the headteacher.
- 7.7 We will comply with the Holy Trinity CE Primary Academy's equalities policy.
- 7.8 There may be occasions where the headteacher decides that the particular role is unsuitable for the volunteer. This situation may arise if the support that the volunteer requires is too great and not feasible within the School or the Headteacher may decide to offer a trial period to assess suitability.
- 7.9 Some volunteers, such as a parent volunteering to help out on a school day trip, fete or sports day may not require DBS checks. These volunteers will never be left in sole charge of a child or group of children but will always have a DBS checked person working with them. However, a person who regularly or frequently has contact with our children will be subject to DBS checks. Regular contact is defined as three times or more in a 30-day period. It is the headteacher's responsibility to determine the level of DBS checks required.
- 7.10 A person volunteering will not be permitted to start until appropriate checks have been undertaken.
- 7.11 Volunteers who have an unsatisfactory DBS check or reference will be automatically refused the role and will be advised of the reason for the decision by the Headteacher.
- 7.12 Volunteers who do not agree to the checks will be refused the opportunity to work for Holy Trinity CE Primary Academy.
- 7.13 Any volunteer working within our school should have an appropriate induction that specifically advises on the safeguarding standards within Holy Trinity CE Primary Academy. The induction must also include clear codes of conduct. The headteacher should keep records of all training a volunteer receives.
- 7.14 In the course of their duties, volunteers may need to have access to confidential information. It is the responsibility of the Headteacher to determine whether access to confidential information is appropriate and, if it is, to make sure that the information is kept to a minimum. The Headteacher must also ensure that the volunteer understands the confidential nature of the information and their responsibilities regarding confidentiality. They may also be asked to sign a confidentiality agreement (See Confidentiality Policy).

8 INDUCTION & TRAINING

- 8.1 All new members of staff will receive induction training, which will give an overview of Holy Trinity CE Primary Academy and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.
- 8.2 All new staff at the school (including volunteers) will receive child protection information (What To Do If You Suspect A Child Is Being Abused), appropriate training where applicable and access to this policy on starting their work at the school.
- 8.3 Staff will attend refresher training at least in line with the guidance issues from the SWWSCB.
- 8.4 Staff visiting the school for short periods of time e.g. 1-day supply cover, will receive information in relation to designated safeguarding and expected procedures. (See induction procedure)

9 DEALING WITH CONCERNS

- 9.1 Members of staff and volunteers must not investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and SWWSCB Procedures via the headteacher. A "Cause for Concern" is an action, observation or discussion that makes you anxious or worried about the well-being or safety of a child.
- 9.2 All causes for concern must be recorded immediately and in writing on the cause for concern record sheet by the person with the concern. Blank copies will be kept in the staffroom.
- 9.3 This must then be passed to the designated teacher immediately, who will decide on the appropriate actions, completing the 'for designated teacher use' section of the cause for concern sheet.
- 9.4 When this results in no further action a vulnerable pupil file would be raised. This will include:
 - ✓ Monitoring record sheet
 - ✓ Cause for Concern Form
 - ✓ Sticker on the front of the folder indicating any other siblings
 - ✓ This folder is placed in the confidential files in the headteacher's office.
 - ✓ Make other staff aware that a vulnerable pupil file has been raised as appropriate
 - ✓ Any further discussions, telephone calls or meetings in relation to the child must be recorded on the monitoring record sheet.
 - ✓ Designated leads and other appropriate adults will hold a monthly meeting to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:
 - ✓ Monitor that agreed actions have taken place
 - ✓ Evaluate the impact of these actions
 - ✓ Agree next steps

- ✓ Quality assure written records

9.5 All further involvement and documentation must be stored in this file and nowhere else. Files will be stored in a secure place.

9.6 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of SWSCB.

9.7 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

10 SAFEGUARDING IN SCHOOL

10.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. To this end, this policy must be seen in light of the school's policies on:

- ✓ Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- ✓ Anti-Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- ✓ Recruitment and Selection and Staff discipline conduct and grievance.
- ✓ Equalities.
- ✓ Confidentiality
- ✓ Behaviour and discipline
- ✓ Health & Safety
- ✓ Force and restraint.
- ✓ Allegations against members of staff
- ✓ E-safety
- ✓ Whistle Blowing

11 CHILDREN WITH SEND

11.1 The governing body of Holy Trinity CE Primary Academy acknowledge that additional barriers can exist when recognizing abuse and neglect in children with SEND and will ensure that all staff remain vigilant and take this into account.

12 MANAGING ALLEGATIONS AGAINST OTHER PUPILS

- 12.1 At Holy Trinity CE Primary Academy, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.
- 12.2 We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.
- 12.3 As a school we will minimise the risk of allegations against other pupils by: -
- ✓ Providing a developmentally appropriate PSHE syllabus which develops children's understanding of acceptable behaviour and keeping themselves safe.
 - ✓ Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.
 - ✓ Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children.
- 12.4 On rare occasions, allegations may be made against children by others in the academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
- 12.5 These are likely to be reported through the "cause for concern" route but will follow the same procedures as stated in paragraph 9.
- 12.6 At Holy Trinity CE Primary Academy, we are clear that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". The staff team in conjunction with the parents and child, will identify and implement the most appropriate way to support the victim.
- 12.7 Pupils are not permitted mobile phones on academy premises but any incidents of "sexting" that comes to notice will be referred through the WSCB procedures.

13 CHILDREN MISSING EDUCATION

- 13.1 Holy Trinity CE Primary Academy will monitor pupils' attendance through the daily register and will investigate any unexplained absences.
- 13.2 We will follow the local authority guide and inform the local authority of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission.
- 13.3 We will also inform the local authority where a child has been deleted from the admissions register.
- 13.4 Further information can be found at:- [Children Missing Education - statutory guidance.pdf](#) and [Missing Children and Adults strategy](#)

14 PHOTOGRAPHING CHILDREN (see photography and video policy)

- 14.1 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.
- 14.2 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- 14.3 If there are Health and Safety issues associated with this, we reserve the right to withdraw our consent to take photographs on school property.
- 14.4 We will request that others do not photograph or film pupils during a school activity where the parent/s have specifically requested us not to allow their child to be photographed.
- 14.5 Children must never be photographed when changing clothes or when he/she is in a distressed emotional state.
- 14.6 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

15 CONFIDENTIALITY and INFORMATION SHARING (see separate policy for detail)

- 15.1 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

16 CONDUCT OF STAFF (see code of conduct policy)

- 16.1 Holy Trinity CE Primary Academy 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.
- 16.2 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, including such things as giving a child a lift in one's car.
 - ✓ physical interventions
 - ✓ cultural and gender stereotyping
 - ✓ dealing with sensitive information
 - ✓ giving and receiving gifts from children and parents contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
 - ✓ disclosing personal details inappropriately

- ✓ meeting pupils outside school hours or school duties

16.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and SWSCB procedures, we will view this as misconduct, and take appropriate action.

16.4 An agreed Whistle Blowing policy containing references to safeguarding supplementing the SWSCB corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

16.5 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- ✓ Through encouragement to discuss issues at school assemblies
- ✓ Via the school council meetings
- ✓ An open approach to discussing issues with staff

17 PHYSICAL CONTACT AND RESTRAINT (see separate policy for detail)

17.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. See The Use of Force to control or restrain pupil's policy.

18 ALLEGATIONS AGAINST MEMBERS OF STAFF

18.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- ✓ Committed an offence against a child
- ✓ Placed a child at risk of significant harm
- ✓ Behaved in a way that calls into question their suitability to work with children

18.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by SWSCB.

18.3 The head teacher will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

18.4 The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (DO). The DO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

18.5 Wiltshire's Multi-Agency Hub numbers are: 0300 456 0108 and 0845 6070 888 (out of hours)

19 BEFORE AND AFTER SCHOOL ACTIVITIES

- 19.1 Where the Governing Body transfers control of use of school premises to bodies (such as football clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.
- 19.2 Arrival at school is supervised by a member of staff from 8:30am each school day when children can be dropped off. Parents of children in reception are encouraged to remain with their children and participate in the first activity of the day lasting five minutes, "wake and shake".
- 19.3 Children from reception and years 1,2 and 3 are passed to their adult carer or other adult with written consent of the parent at the end of the school day.

20 CONTRACTED SERVICES

- 20.1 Where the Governing body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

21 PARENTS & CARERS

- 21.1 This policy will be available to download from the school website. Paper copies are available on request from the school office. A parent friendly leaflet is available on request.
- 21.2 A statement raising awareness of this policy will be contained in the school prospectus and periodically within the school weekly newsletter.

22 PROVISION TO HELP PUPILS STAY SAFE

- 22.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is, through the Christian values promoted within the school, providing a caring, sharing environment that affirms the unique importance of each individual that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way.
- 22.2 Initiatives such as the School Council along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.
- 22.3 Ensuring that the total curriculum is delivered in such a way that takes account of individual needs, encourages participation and respect for one another.
- 22.4 Equipping children with basic internet and I.T skills to allow them to be safe online.

- 22.5 Holy Trinity CE Primary Academy will ensure that all filters, monitoring and staff training are applied to keep children safe whilst developing knowledge and skills with I.T.

23 THE PREVENT DUTY

- 23.1 Holy Trinity CE Primary Academy is committed to assess the risk of children being drawn into terrorism, including support for extremist³ ideas that are part of terrorist ideology. This means we demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- 23.2 When or if it is appropriate we will make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

24 CHILD SEXUAL EXPLOITATION AND FEMALE GENITAL MUTILATION

- 24.1 Holy Trinity CE Primary Academy will remain vigilant to identify any warning signs that a child is being sexually exploited and steps professionals can take if they suspect CSE or FGM.

We encourage all staff that become aware that FGM has been carried out on a girl, to inform the DSL so the police can be informed⁴

- 24.2 Specific training will be sought on this issue should any warning signs become evident.

25 PRIVATE FOSTERING

- 25.1 Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- ✓ a child is under 16 years of age – 18 if they have a disability
- ✓ the arrangement is for 28 days or longer
- ✓ the child's new carer does not have parental responsibility for the child and is not a close relative.

- 25.2 Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

³ "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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

- 25.3 By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.
- 25.4 As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.

26 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 26.1 All adults in school will receive a copy of this policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.
- 26.2 The effectiveness of the policy will be reviewed and evaluated the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 26.3 The designated governor for safeguarding will ensure that safeguarding is a standing item on the agenda at each full governing body meeting and will monitor one aspect of the school's work termly and report back to the full governing body.
- 26.4 The Headteacher will report on safeguarding matters through the headteachers report to the full governing body.
- 26.5 Parents will be consulted via parent's evenings, the web site and induction meetings.

27 TYPES OF ABUSE AND NEGLECT DEFINITIONS/INFORMATION

- 27.1 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. They may be abused by an adult or adults or another child or children.
- 27.2 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.
- 27.3 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.

- 27.4 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.
- 27.5 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.
- 27.6 Child sexual exploitation(CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- 27.7 Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
- 27.8 Preventing radicalisation

- ✓ *Keeping Children Safe in Education* 2015 places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.
- ✓ Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

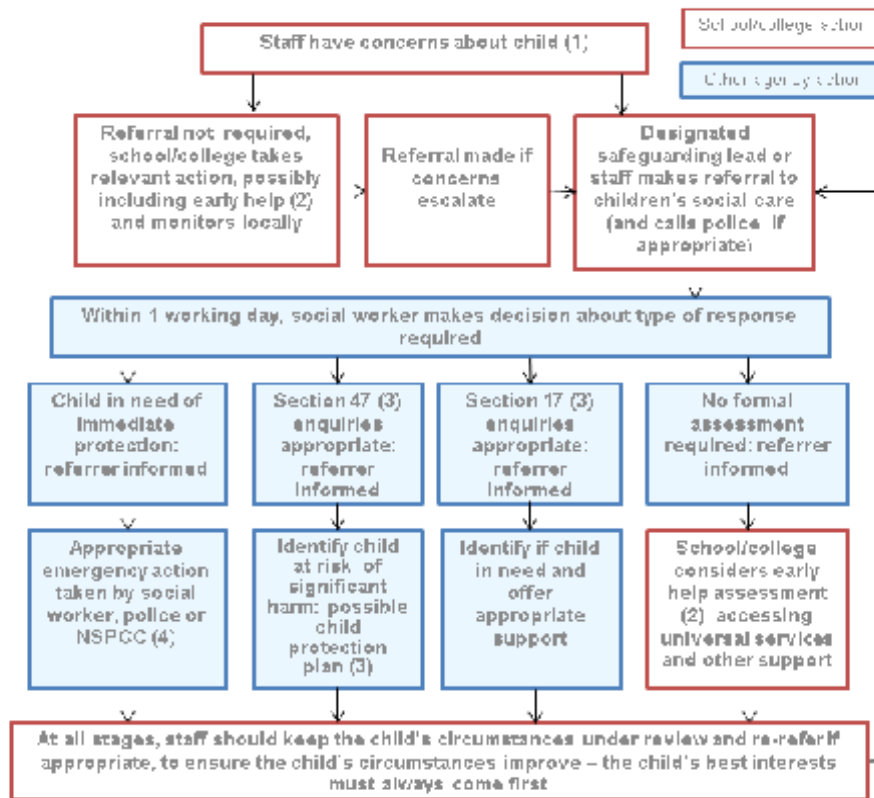
27.9 It appears a decision by a young person to become involved in violent extremism:

- ✓ may begin with a search for answers to questions about identity, faith and belonging
- ✓ may be driven by the desire for 'adventure' and excitement
- ✓ may be driven by a desire to enhance the self-esteem of the individual
- ✓ is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- ✓ is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

27.10 Recognising Extremism - early indicators may include:

- ✓ Showing sympathy for extremist causes
- ✓ Glorifying violence
- ✓ Evidence of possessing illegal or extremist literature
- ✓ Advocating messages similar to illegal organisations
- ✓ Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

29 Further information

- 29.1 Safeguarding arrangements, set out by governing bodies and proprietors, should now include local protocols for assessment and [WSCB's thresholds document](#) along with supplying information as requested by the WSCB.
- 29.2 Information sharing principles: it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found [at Information sharing: Advice for practitioners providing safeguarding services to children](#), young people, parents and carers and in Chapter one of Working together to safeguard children.