

Trinity School

Child Protection Policy



DOCUMENT REVIEW

GOVERNOR APPROVAL DATE: 01 September 2020

COMMITTEE RESPONSIBLE: Education

AUTHOR: Mrs T Battley

GOVERNOR WITH RESPONSIBILITY FOR SAFEGUARDING: Alison Saunders

NEXT REVIEW DATE: 01 September 2021

*Children are a heritage from the Lord, offspring a reward from him
Psalm 127:3*



KEY CONTACT PERSONNEL AT TRINITY

Role	Holder
Designated Safeguarding Lead	Tara Battley
Deputy DSL	Matthew Pawson
Deputy DSL	Ben Williams
Deputy DSL	Jon Davies
Deputy DSL	Alex Birks-Agnew
Deputy DSL	Catherine Penfold
Deputy DSL	Zoe Loveridge
Deputy DSL	Steve Molsher
Deputy DSL	Richard Shaw
Link Governor	Alison Saunders

ABBREVIATIONS

Abbreviation	Description
CSE	Child Sexual Exploitation
DSL	Designated Safeguarding Lead
FGM	Female Genital Mutilation
HBV	Honour Based Violence
KCSIE	Keeping Children Safe in Education
KSCMP	Kent Safeguarding Children Multi-Agency Partnership
LADO	Local Authority Designated Officer
RSE	Relationships and Sex Education
SCR	Single Central Record
SCS	Specialist Children's Services
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disabilities Coordinator
WTSC	Working Together to Safeguard Children



Table of Contents

Introduction and Ethos	5
Policy Context	6
Definition of Safeguarding	6
Related Safeguarding Policies	7
Policy Compliance, Monitoring and Review	7
Key Responsibilities	8
Recognition and Types of Abuse and Neglect	10
Safeguarding and Child Protection Procedures	11
Record Keeping	12
Multi-agency Working	13
Confidentiality and Information Sharing	13
Complaints	13
Staff Induction, Awareness and Training	13
Safe Working Practice	14
Staff Supervision and Support	14
Safer Recruitment	15
Allegations Against Members of Staff and Volunteers	15
Safeguarding Children with Special Educational Needs and Disabilities	16
Peer on Peer Abuse	16
Gangs, County Lines, Serious violence, Crime and Exploitation	17
Mental Health	17
Online Safety	17
Curriculum and Staying Safe	19
The Use of School Premises by Other Organisations	19
Security	19
Local Support	20
National Support	20



What to do if you have a welfare concern at Trinity School

Why are you concerned?

- For example
 - Something a child has said- e.g. allegation of harm
 - Child's appearance, unexplained marks, behaviour change
 - Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.

- Reassure the child
- Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
- Complete **CPOMS Incident Log** using child's own words
- Seek support for yourself if needed from DSL

Inform the Designated Safeguarding Lead

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCMP Support Level Guidance document and procedures: www.kscmp.org.uk
- Refer to other agencies as appropriate e.g. internal or community services, LADO, police or request for support
- If unsure then consult with Area Education Safeguarding Adviser or Local Authority social worker via Front Door

If you are unhappy with the response

Staff:

- Follow local escalation procedures
- Follow whistleblowing procedures

Students and Parents:

- Follow school complaints procedures

Record decision making and action taken in the student's safeguarding file/CPOMS

Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and request further support (if necessary)

At all stages the child's circumstances will be kept under review
The DSL will re-REFER if required to ensure that the child's safety is paramount



Introduction and Ethos

- Trinity School is a community and all those directly connected (staff, volunteers, governors, parents, families and students) have an essential role to play in making it safe and secure. Trinity School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.
- Trinity School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly.
- Staff working with children at Trinity School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- We believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- We recognise the importance of providing an ethos and environment within our school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all students, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- We expect that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.



- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.

Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education 2020 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework (2019)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Kent and Medway Safeguarding Children Procedures (Online)
 - The Education Act 2002
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are students at a school, or who are students under 18 years of age.
- The way we are currently operating is in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will have returned in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment
 - preventing impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care



- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (County Lines)
- Contextual safeguarding (risks outside of the family home)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within Keeping Children Safe In Education 2020)

Related Safeguarding Policies

This policy is one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies listed below:

- Behaviour Policy
- Online Safety
- Anti-Bullying
- Data Protection
- Relationships and Sex Education (RSE)
- Health and Safety
- Attendance
- Risk Assessments (e.g. school trips, use of technology, school reopening)
- First Aid
- Safer Recruitment
- Whistleblowing

Policy Compliance, Monitoring and Review

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.



- All staff will be provided with a copy of this policy and part one of KCSIE. These can be found in the staff area of SharePoint.
- Parents/carers can obtain a copy of our Child Protection Policy and other related policies on request. Additionally, the policy can be viewed via the school's website <https://www.trinitysevenoaks.org.uk/1143/school-policies>
- The policy will be reviewed annually by the Education Committee which has responsibility for oversight of safeguarding and child protection systems.

Key Responsibilities

- All members of the governing body have read and will follow KCSIE 2020.
- The school has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed and that the policies are reviewed at least annually and when required.
- The governing body, headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team (Mrs T Battley, Assistant Headteacher) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Additionally, there are appointed Deputy DSLs (names above) who will have delegated responsibilities and act in the absence of the DSL.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSLs will formally update their training every two years but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns.



- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children.
(When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child).
- Liaise with other agencies and professionals in line with WTSC 2018.
- Ensure that locally established referral procedures are followed as necessary.
- Represent the school, or ensure the school is appropriately represented, at multi-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Where appropriate, help promote educational outcomes by sharing 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 leadership staff.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020).

Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand Trinity's safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Children and Young People

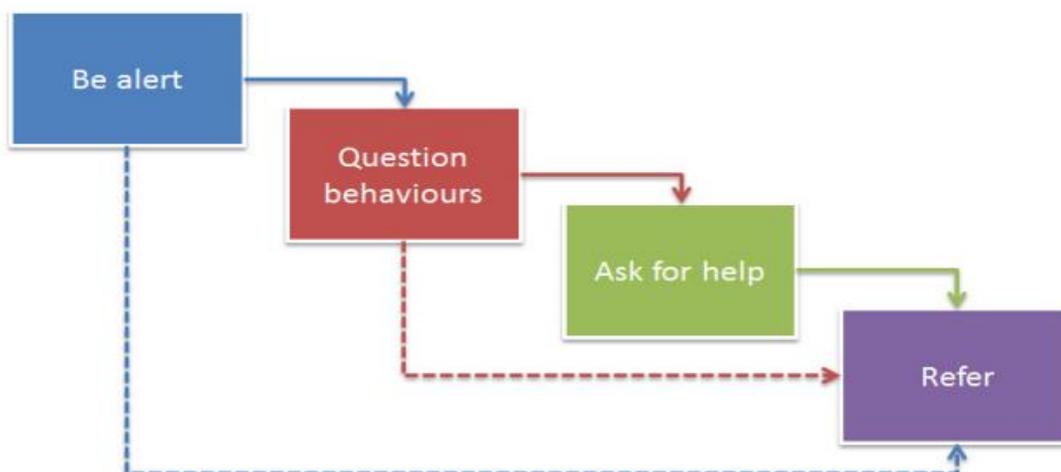
- **Children and young people (students) have a right to:**
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

Parents and Carers

- **Parents/carers have a responsibility to:**
 - Understand and adhere to the relevant school policies and procedures.
 - Talk about safeguarding issues with their children and support the school in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.

Recognition and Types of Abuse and Neglect

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the [Kent Support Levels Guidance](#).
- We recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.



- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- Parental behaviours may also indicate child abuse or neglect and so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Safeguarding and Child Protection Procedures

- Trinity School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- We adhere to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://www.kscmp.org.uk/>
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Trinity School is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- We recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will, in all but exceptional circumstances, be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.



- Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from a Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

Record Keeping

- Staff will record any welfare concern that they have about a child via the school's CPOMS system without delay. This will be completed as soon as possible after the incident/event, using the child's words. If there is an immediate concern the member of staff will consult with a DSL before completing the incident form on CPOMS as reporting urgent concerns takes priority.
- All safeguarding concerns, discussions and decisions will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Green Forms to report safeguarding concerns can also be found in the staff workrooms, the HoKs office, the main office and in Mrs Battley's office (F22) where needed by staff, volunteers or visitors if CPOMS cannot be used for any reason.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.



Multi-agency Working

- Trinity School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Trinity School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required such as participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

Confidentiality and Information Sharing

- Trinity School recognises that all matters relating to child protection are confidential. The headteacher or DSL will only disclose information about a student to others on a 'need to know' basis.
- All members of staff are aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise the child's safety or wellbeing.
- Trinity School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school/college is compliant with all matters relating to confidentiality and information sharing requirements. Trinity Schools's DPO is Tara Battley.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).

Complaints

- The school has a Complaints Procedure available to parents, students and members of staff and visitors who wish to report concerns. This can be obtained via school reception.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process.

Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of Keeping Children Safe in Education (2020) which covers safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2020. Members of staff have signed to confirm that they have read and understood Part One and Annex A.



This information is kept by the DSL with the signed confirmation also being kept in the staff member's HR file.

- The DSL will ensure that all new staff and volunteers (including temporary and agency staff) are aware of the school's internal safeguarding processes.
- All staff members will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members will receive regular safeguarding and child protection updates, at least annually.
- All staff members will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- The DSL and headteacher will maintain an up to date register detailing safeguarding training undertaken by all staff.
- Although the school has a nominated governor lead, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis as directed by the DSL.

Safe Working Practice

- Staff should be aware of the school's behaviour policy and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's Online Safety policy.

Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
 - All staff will be supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their union, the Education Support Partnership or other similar organisations directly.



Safer Recruitment

- Trinity School is committed to ensuring that a safe culture is developed and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.
- Trinity School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- Trinity School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

Allegations Against Members of Staff and Volunteers

- Trinity School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third party staff to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the headteacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8am to 8pm Monday to Friday) or email: help@nspcc.org.uk
- Trinity School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances



arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

Safeguarding Children with Special Educational Needs and Disabilities

- Trinity School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENDCo, Steve Taylor, to plan support as required.
- Trinity School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

Peer on Peer Abuse

- All members of staff at Trinity School recognise that children are capable of abusing their peers. Trinity School believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- We recognise that peer on peer abuse can take many forms, including but not limited to:
 - bullying (including cyberbullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - 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
 - sexting (also known as youth produced sexual imagery)
- We recognise youth produced sexual imagery (also known as sexting) as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
 - We will follow the advice as set out in the non-statutory UKCIS guidance: '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)' and the local [KSCMP](#) guidance: "Responding to youth produced sexual imagery".
- When responding to concerns relating to child on child sexual violence or harassment, we will follow guidance outlined in part five of KCSIE 2020 and '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)'.
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.



- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with our school policies, including child protection, anti-bullying and behaviour.

Gangs, County Lines, Serious violence, Crime and Exploitation

- Trinity School recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
 - Children who go missing for periods of time or regularly come home late
 - Children who regularly miss school or education or do not take part in education
 - Change in friendships/relationships with others/groups
 - Children who associate with other young people involved in exploitation
 - Children who suffer from changes in emotional wellbeing
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries

Mental Health

- All staff will be made 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. Staff are aware of how children's experiences can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Online Safety

- It is recognised by Trinity School that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- Trinity School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
 - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.



- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
- Trinity School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools Online Safety Policy, which can be found in the school's 'Policies' folder in the staff area of SharePoint.
- Trinity School ensures that appropriate filtering and monitoring systems are in place when students and staff access school systems and internet provision.
- Trinity School acknowledges that whilst filtering and monitoring is an important part of the school's online safety responsibilities, it is only one part of our approach to online safety. Students and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- Trinity School will ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Where children are asked to learn online at home in response to a full or partial closure:

- Trinity School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with students and parents/carers will take place using provided or approved communication channels; for example, Trinity provided email accounts and phone numbers and/or agreed systems e.g. Microsoft 365, Teams.
- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school policies, e.g. behaviour policy.
- Staff and students will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. We will continue to be clear who from the their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.



Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe and how to seek advice and support when they are concerned.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others.
- Trinity School is aware of the recent communication from the DfE on the mandatory implementation of Relationships and Sex Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff.
- Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the headteacher and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved then an application to use premises will be refused.

Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors' log and to display a visitor's badge whilst on the school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.



Local Support

- **Contact details for Area Safeguarding Advisor (Education Safeguarding Team)**
 - North Kent Safeguarding Advisor: 03000 412 445 www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
- **Contact details for Online Safety in the Education Safeguarding Team**
 - **03000 415797**
 - esafetyofficer@kent.gov.uk (non-urgent issues only)
- **Contact details for the LADO**
 - **Telephone: 03000 410888**
 - Email: kentchildrenslado@kent.gov.uk
- **Integrated Children's Services**
 - Front Door: 03000 411111
 - Out of Hours Number: 03000 419191
- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)
- **Kent Safeguarding Children Multi-agency Partnership Board (KSCMP)**
 - kscmp@kent.gov.uk
 - 03000 421126

National Support

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Students

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk



- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- Mind: www.mind.org.uk



- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk