

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

'At Holy Trinity School we promise to provide opportunities for every child to be the best that they can be.'

We aim to create a happy and secure Christian environment in which children can grow in confidence and independence.

We strive for excellence in teaching and learning to achieve high standards together.'

Policy Name: **Child Safeguarding**

Target Audience	All staff, parents, Governors
Curriculum / non curricular	Non curricular
Associated Policies / Documents	inclusion, Health and Safety, Online Safety and Data Protection, Anti-Bullying, Behaviour, Educational Visits, Staff Code of Conduct, Staff Handbook, Keeping Children Safe In Education, Attendance Policy
New Policy or Review of existing policy.	Review in line with KCSIE updates
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Designated Safeguarding Team

The DSL is: Roz Kimani Level 3 Trained
Role: Headteacher
Tel: 020 8883 1824
Email: office@holytrinity.barnetmail.net

In the absence of the DSL, child protection matters will be dealt with by others members of the safeguarding team.

Name: Kerri-Anne Wakefield Level 3 trained
Role: Family Liaison Officer (FLO)
Tel: 020 8883 1824
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Name: Kirsty West Level 3 trained
Role: Deputy Headteacher
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Name: **Sarah Tyner**
Role: **Safeguarding Governor**
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1. INTRODUCTION

Purpose of a Child Protection Policy

To inform staff, parents and careers, volunteers and Governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Definition of Safeguarding and Promoting the Welfare of Children

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

The School's Aims

- Always act in the best interests of the child.
- Maintain an attitude of “it could happen here” to ensure we are alert to the needs of the child.
- Identify concerns as early as possible and take immediate action to avoid problems escalating.
- Work with other services, the three local safeguarding partners (local authority, clinical commissioning group and the chief officer of police) () to promote the welfare of children and protect them from harm.
- Establish and maintain a safe environment for children to learn where children feel secure, are encouraged to talk and are listened to when they have a worry or concern.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Sexual violence or harassment will never be tolerated or dismissed as part of growing up or banter but will always be taken seriously.
- Provide support to all children once concerns have been managed.
- Include opportunities in the PSHE* curriculum to develop the skills that children need to recognise and stay safe from abuse. (* Personal, Social, Health and Citizenship Education)

2. STATUTORY FRAMEWORK

The Safeguarding Vulnerable Groups Act 2006, amended by the Protection of Freedoms Act 2012 introduced a new vetting and barring scheme for all those working with children and young people from 2012.

The new guidance document “Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children” was published in July 2018. This in turn refers to the statutory guidance “Keeping Children Safe in Education” (2018)

Holy Trinity School has used this guidance to review and, where appropriate, modify our practice and procedures for safeguarding children, and also for dealing with allegations of abuse made against teachers and education staff.

The guidance places the following responsibilities on schools:-

- To always act in the best interests of the child and place the child's needs first.
- To take immediate action when there are concerns so that each child receives the support they need before a problem escalates, and their needs and views are understood.
- Schools should be aware of and follow the procedures of the Local Safeguarding Children Board (LSCB) <http://www.barnetscb.org/lado> or (when it comes into being) the new Child Safeguarding Practice Review Panel.
- Staff should be alert to signs of abuse and any risks of harm that individual abusers, or potential abusers, may pose to children.
- Staff should know to whom they should report suspicions or concerns, how to make a referral to social care, and how to assist statutory assessments relating to a child in need or a child suffering or likely to suffer significant harm.
- Schools should have clear procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is

accused or suspected of abuse.

- A Designated Safeguarding Lead person should have responsibility for coordinating action within the school and liaising with other agencies.
- Schools should share appropriate information in a timely way with colleagues and local authority children's social care, and follow up if their concerns are not dealt with effectively.
- Staff should maintain an appropriate level of confidentiality, involving only those who need to be involved.
- All Staff should receive safeguarding training which is kept up to date at least annually and those with designated responsibility for Child Protection should receive further appropriate training.
- Staff are appointed in accordance with Safer Recruitment (best practice) and at least one person on any recruitment panel has been trained in safer recruitment.
- Schools must refer to the 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.
- Where a teacher's employer, including an agency, ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

Safeguarding Children in Education also states that

"Parents should be made aware of the school's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child"

3. School Staff and Volunteers

All school staff and volunteers are particularly well placed to observe outward signs of neglect, abuse, changes in behaviour and failure to develop, because they have daily contact with children.

They should be aware of the important role the school has in the early recognition of the signs and symptoms of physical, emotional, sexual abuse or neglect, and the appropriate referral process within Holy Trinity School.

The school will require all adults employed on the premises to have the appropriate clearance to work with children and will ensure that enhanced checks are/have been obtained from the Disclosure and Barring Service ("DBS"). Where someone is to be employed within a regulated activity (as defined within Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.) the enhanced DBS check will include a barred list check. Any person to be employed within a teaching position will have been checked to ensure they are not subject to a prohibition order and that they have signed the staff suitability declaration (confirming that they do not meet any disqualification criteria). All volunteers involved in a regulated activity within school or off school premises will also have been cleared to work with children following an enhanced DBS and barred list check.

Visitors

- All visitors must sign in and wear a visitor's badge.
- All visitors are asked to read and comply with the Visitors Briefing Document (Appendix I).
- Visitors are buzzed in using the release button in the office.
- If the individual is a weekly visitor they are allowed to carry out their work independently as long as they have provided the office with their cleared DBS and relevant details.
- They will then be issued with a visitor's badge which they must wear on the premises at all times. Visitors are requested to return their badge to the school office when they sign out.
- All visitors are made aware of the responsibilities of staff members with regard to child protection procedures (newsletter, posters around the school)

If a volunteer's activity does not include providing personal care and is supervised by an employee of the school in a regulated activity so that the volunteer's activity is not regulated then such supervision by the employee will be regular and reasonable in the circumstances so as to ensure the children's safety. Depending on the nature of the volunteer's work an enhanced DBS check may be obtained if the school deems it appropriate, bearing in mind what other information is available to the school about the volunteer, including formal and informal information offered by other staff, parents and volunteers, and what references may be available regarding other similar work by the volunteer.

Updated checks will be required by the Governing Body every 5 years. If concerns arise over a member of staff then all relevant checks will be carried out as if the member of staff was a new appointment.

A centralized record (SCR) of checks will be kept that will cover the following where appropriate:

- an identity check; (and documentary evidence retained)
- a barred list check;
- an enhanced DBS check;
- Use of the DBS update service where consent has been given, identity confirmed and the certificate shows the appropriate level of clearance.
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; (and documentary evidence retained)
- a check to establish the person's right to work in the United Kingdom
- disqualification by association
- whether the person in question's position involves a regulated activity (regularly caring for, training, supervising or being left solely in charge of children)

Written confirmation will be held that all supply agencies and contractors follow safer recruitment best practice when employing staff who could be supplied to the school.

The Governing Body

Where a governor is engaged within a regulated activity within the school then they will also be

required to undertake an enhanced DBS check with barred list check. The Governing Body will monitor the implementation of this policy and review it annually.

Extended School and Off-Site Arrangements

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Code of Conduct:

- We will keep a register of all children attending our activities
- We will keep a register of all staff /outside providers (both paid staff members and volunteers).
- Our team members will record any unusual events
- Written consent from a parent or guardian will be obtained for every child attending our activities
- Staff / outside providers should not be alone in a closed room with a child
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone
- All team members should treat all children with dignity and respect in both attitude language and actions

G2 Integris (School Data Management System)

Pupils are placed on the school data management system (G2 Integris) at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to G2 Integris.

The school will ensure that G2 Integris is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

Staff will monitor pupils who do not commence school on the agreed date, and will notify the LA at the earliest opportunity.

If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on G2 Integris:

- The full name of the parent/carer with whom the pupil will live
- The new address
- The date from when the pupil will live at this address

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse

- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm.

Alternative Provision

The school will remain responsible for a pupil’s welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, sexual violence, sexual harassment, sexting, initiation and hazing type violence. Abuse should never be tolerated. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched /assaulted or boys being subject to initiation-type violence.

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 students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

We will support the victims of peer on peer abuse by providing them with support (i.e. referral to CAMHS) after a full investigation by the Senior Leadership Team.

Sexual Violence and Sexual Harassment

Sexual violence includes: rape; assault by penetration and sexual assault.

Sexual harassment includes: sexual comments, sexual jokes/taunting/physical behaviour (such as interfering with someone’s clothes), online sexual harassment.

All victims will be taken seriously and given support to feel and be kept safe.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Pupils with Special Educational Needs and Disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

Pupils with Family members in Prison

Pupils with a family member in prison will be offered pastoral support as necessary.

Pupils will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils Required to Give Evidence in Court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

4. THE DESIGNATED SAFEGUARDING LEAD AND DEPUTY SAFEGUARDING LEAD

The Head Teacher has overall responsibility for all aspects of safeguarding and child protection. Additionally the Head Teacher will

- Ensure a designated teacher is appointed for Children Looked After (CLA)
- consider how children are taught about safeguarding by using the curriculum to facilitate this, in particular E-Safety and PSHE;
- - ensure that volunteers and visitors are appropriately supervised, particularly if they do not have DBS checks;
- - ensure staff understand and have information necessary to keep CLA children safe

The Designated Safeguarding Staff at Holy Trinity School are:

Roz Kimani (Lead), Kirsty West, Kerri Wakefield (Deputy Lead) and Lisa Huegdon.

Safeguarding Governor: Sarah Tyner

It is the role of the Designated Safeguarding Lead for Child Protection to:-

- Ensure the school operates within the legislative framework and recommended guidance.

- Look at safeguarding issues within their context – understanding that a child may be at risk at home, on the way to or from school or outside school from their school peers. Information provided by the DSL for external assessments should seek to consider the wider environmental concerns that may be placing the child at risk.
- Always be available to discuss concerns any member of staff may have about a child. If the DSL is not available, then there must be a deputy available to consult.
- Encourage amongst all staff and volunteers a culture of listening to children, placing their needs first and taking into account their wishes.
- Encourage an understanding that all concerns about safeguarding practices will be taken seriously and addressed and all staff should contribute to planning safeguarding measures.
- Undertake, as should the Deputy, the appropriate level safeguarding training every two years.
- Undertake Prevent Training.
- Ensure that all staff and volunteers are aware of the Safeguarding Children Board procedures and have/ have read a copy of this Safeguarding Policy, government guidelines 'What to do if you're worried a child is being abused', March 2015, Part 1 of Keeping Children Safe in Education (2018) and NSPCC "signs of abuse and neglect".
- Ensure that the appropriate information, training and support is given to all staff.
- Ensure that staff who raise concerns about children are supported.
- Ensure that the Headteacher is kept fully informed of any concerns
- Decide with the Headteacher how to take further action about specific concerns (e.g. whether to support the child internally, refer for early help assessment, or refer to Children's Services Social Care team where the child might be in need or likely to suffer harm (as defined in sections 17 and 47 of the Children Act 1989)
- Develop effective working partnerships with other agencies and services, especially the three local safeguarding partners (the local authority, clinical commissioning group and the chief officer of police) and share information early and effectively to ensure effective identification assessment, and service provision.
- Liaise with Social Care Team over suspected cases of child abuse or neglect
- Consider whether a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) and therefore whether there should be an inter-agency assessment.
- If such early help assessment indicates the need then to engage the CAF* process for families in need of or eligible for further assistance either by introducing them to the system and/or by participating within it for them, if appropriate by being the lead professional in any early help assessment and keeping appropriate records. (*common assessment framework)
- Ensure accurate records relating to individual children are kept separate from academic files in a secure place and marked 'strictly confidential'.
- Ensure information regarding individual children is gathered and recorded systematically, this information is checked and discussed with the child and their parents/carers where appropriate; differences in views about information are recorded; and the impact of what is happening to the child is clearly identified. Submit reports to, and ensure the school's attendance at, Child Protection conferences
- Ensure that the school effectively monitors children about whom there are concerns, to the extent that even after a referral is made, if the situation is not improving for the child, to escalate the matter locally.

- Provide guidance for parents and carers, children and staff about obtaining suitable support in the wake of a concern being raised.
- Work with the Governor with responsibility for Child Protection in order to inform the Governing Body of the effectiveness of the school's Policy.
- Work with the designated teacher for looked after children and liaise with the social worker of any looked after child and the virtual school head at the local authority to monitor the safeguarding concerns for looked after children at the school.

5. SCHOOL PROCEDURES

All members of Staff should raise concerns about possible poor or unsafe practices and potential safeguarding failures, confident that this will be taken seriously by the Safeguarding Team.

If any member of staff or volunteer is concerned about a child, even where they are unsure, they must inform the Designated Safeguarding Lead.

The member of staff or volunteer must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations, using the school's Child Protection pro forma.

The Designated Safeguarding Lead will decide whether

- the concerns should be managed internally,
- early help is offered,
- the matter is referred to social care or
- reported to the police

(although it is always open to an individual member of staff to refer their concerns directly, and if they decide to do so they must inform the DSL as soon as possible) unless the DSL is unavailable, in which case their deputy, or exceptionally a member of the senior leadership team or the member of staff themselves with concerns will consider the referral. Absence of the DSL should not delay the decision to refer. Once a referral has been made the DSL must be informed as soon as possible.

If it is decided to refer, this will be done with prior discussion with the parents/carers, unless to do so would place the child at further risk of harm. If there is a risk of immediate serious harm to a child such a referral will be made immediately.

If it does not appear that the situation is improving, or a response is not received within one day then the Safeguarding Lead or member of staff will press for re-consideration.

Where the allegations concern physical or sexual violence or sexual harassment between peers the Designated Safeguarding Lead (DSL) will then

- conduct a risk assessment, taking account of the victim, perpetrator and other children likely to be affected. This will be recorded.
- Recommend a course of action for the best interests of the child; considering
 - the wishes of the child,
 - the ages and development of the child or children involved,

- any power imbalance between children,
- whether the incident is a one-off or part of a sustained pattern of abuse,
- whether there are ongoing risks to anyone, including the victim,
- what support is necessary for the parties involved
- any other relevant consideration.
- The DSL will take advice if appropriate from safeguarding partners in reaching these conclusions.
- Consider whether
 - to manage internally,
 - offer early help,
 - refer to social care or
 - whether to report to police. (Which should be done in any case where an allegation of sexual assault is made, regardless of the age of the perpetrator) If reported to police social care must also received a referral.
 This decision will be recorded.
- Consideration will be given to what information needs to be disclosed to staff, parents and carers, only withholding details to the latter where identity should remain confidential or there would be a risk to the safety of a child if information is disclosed. A victim must always remain anonymous. This decision will be recorded.

If a teacher discovers an act of FGM appears to have been carried out on a child then the police must be informed.

If the concern relates to radicalization then consideration should be given as to whether it is appropriate for the DSL to make a referral to the Channel programme.

If the concern relates to inappropriate contact via communication technologies

- Contact the parents
- Advise the child how to terminate the communication and save all evidence
- Contact CEOP <http://www.ceop.gov.uk>
- Consider the involvement of Police and Social Services
- Inform LA e-safety officer

Children will not be allowed unsupervised access to their mobile phones on school premises and mobile phones are required to be handed in at the start until the end of the school day. Access to the internet through computers/other devices will be filtered and monitored appropriately.

Particular attention will be paid to the attendance and development of any child about whom the school has concern, or who has been made subject of a child protection plan.

If a child who is/ has been on the Child Protection Register or in respect of who there are child protection concerns changes school, the DSL will inform the social worker responsible for the case, and/or transfer the appropriate records to the receiving school in a secure manner, whilst retaining a copy, to DSL and obtain written confirmation of receipt separate from the child's academic file. The DSL will consider whether information should be shared prior to a school transfer if practicable in case safeguarding measures should be prepared prior to the child's arrival. If the child goes abroad the LA must be informed.

6. WHEN TO BE CONCERNED

All staff and volunteers should familiarise themselves with the DfE (especially Keeping Children Safe in Education 2018) and LSCB guidance regarding physical, emotional, sexual abuse, neglect, those at risk of radicalization, those at risk of FGM, and children missing in education.

All staff and volunteers should understand that abuse and maltreatment comes in many forms and from many different sources. Children can be abused by men, women and other children, including their peers, and within a family setting or within a community or institutional setting.

Abuse, neglect and safeguarding cover multiple issues and will often overlap. It is the responsibility of everyone connected to a child to be vigilant and concerned about a child where any of the following signs (this list may not be exhaustive) are observed:

The Child:

- shows sudden changes in behaviour or school performance;
- has not received help for physical or medical problems brought to the parents' attention;
- has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes;
- is always watchful, as though preparing for something bad to happen;
- lacks adult supervision;
- is overly compliant, passive, or withdrawn;
- comes to school or other activities early, stays late, and does not want to go home.

The Parent:

- shows little concern for the child;
- denies the existence of—or blames the child for—the child's problems in school or at home;
- asks teachers or other caregivers to use harsh physical discipline if the child misbehaves;
- sees the child as entirely bad, worthless, or burdensome;
- demands a level of physical or academic performance the child cannot achieve;
- looks primarily to the child for care, attention, and satisfaction of emotional needs.

The Parent and Child:

- rarely touch or look at each other;
- consider their relationship entirely negative;
- state that they do not like each other.

Types of Abuse

It is important to note that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical abuse

Consider the possibility of physical abuse when the child:

- has unexplained burns, bites, bruises, broken bones, or black eyes;
- has fading bruises or other marks noticeable after an absence from school;
- seems frightened of the parents and protests or cries when it is time to go home;
- shrinks at the approach of adults;
- reports injury by a parent or another adult caregiver.

Consider the possibility of physical abuse when the parent or other adult caregiver:

- offers conflicting, unconvincing, or no explanation for the child's injury;
- describes the child as "evil," or in some other very negative way;
- uses harsh physical discipline with the child;
- has a history of abuse as a child.
- may be inventing or causing injury in a child in order to seek treatment for them.

Signs of Neglect

Consider the possibility of neglect when the child:

- is frequently absent from school;
- begs or steals food or money;
- lacks needed medical or dental care, immunisations, or glasses;
- is consistently dirty and has severe body odour;
- has frequent infections, head lice,
- lacks sufficient clothing for the weather;
- abuses alcohol or other drugs;
- states that there is no one at home to provide care.

Consider the possibility of neglect when the parent or other adult caregiver:

- appears to be indifferent to the child;
- seems apathetic or depressed;
- behaves irrationally or in a bizarre manner;
- is abusing alcohol or other drugs.

Signs of Sexual abuse

Consider the possibility of sexual abuse when the child:

- has difficulty walking or sitting;
- suddenly refuses to change for gym or to participate in physical activities;
- reports nightmares or bedwetting;
- experiences a sudden change in appetite;
- demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour;
- becomes pregnant or contracts a venereal disease, particularly if under age 14;
- runs away;
- reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex;
- is secretive and isolated;
- is jealous or controlling with family members.

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression;
- is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example);
- is delayed in physical or emotional development;
- has attempted suicide;
- reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the parent or other Adult care-giver:

- constantly blames, belittles, or berates the child;
- is unconcerned about the child and refuses to consider offers of help for the child's problems;
- overtly rejects the child.

Other issues for concern may arise where the child:

- Exhibits changes in behavior
- Is being contacted by someone using communication technologies (such as social networking sites or via mobile phones) to make inappropriate or abusive contact with them or influencing their views towards radicalization, or using technology to facilitate offline abuse.
- Is at risk of Honour based violence (HBV) which may include Female Genital Mutilation (FGM)
- Is at risk of being radicalized.
- Is at risk of modern slavery, trafficking, or child sexual exploitation (CSE).
- Has poor self esteem
- Self harms or has an eating disorder
- Goes missing or is frequently missing from home or from school
- is disabled and has specific additional needs or has special educational needs as these groups can be disproportionately affected by bullying, may have additional communication barriers and incorrect assumptions can be made that signs of abuse relate to their disability or additional needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence, or is misusing alcohol or drugs themselves;
- is a child looked after or has returned home to their family from care
- may be at risk from radicalisation as directed in law from July 2015
- is at risk of peer on peer abuse, which may include physical abuse, sexual violence and harassment, including sexting, and initiation rituals.

County Lines Criminal Activity

For the purpose of this policy, “County lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis. Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Female Genital Mutilation (FGM)

For the purpose of this policy, “**female genital mutilation**”, commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs. The practice is illegal in the UK.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

Teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this

Holy Trinity School, East Finchley

practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

Forced Marriage

For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed

Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- 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.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality graffiti, art work or writing that displays extremist themes

- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately.

The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

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Children Missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in KCSIE (2018) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
5. leave school to be home educated
6. move away from the school's location
7. remain medically unfit beyond compulsory school age
8. are in custody for four months or more (and will not return to school afterwards); or
9. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

For further information about the school's attendance procedures, please see the Attendance Policy.

7. PROCEDURE AND RESPONSIBILITIES – ANY STAFF MEMBER or Volunteer

All concerns should be immediately reported on to MyConcern. This will alert DSL's. All staff have a login to 'MyConcern', an online safeguarding reporting programme.

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure

Suspicion of abuse (if abuse is suspected but there has been no disclosure.)

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behavior etc. "Can you tell me about..."
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts of the conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
4. Report the suspicion to the Designated Safeguarding Lead responsible for Child Protection or the Headteacher. The Designated Lead or Headteacher will take the appropriate action.

Disclosure

If a child discloses that s/he has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said but do not apportion blame
- Allow the child to talk freely-ask only open questions e.g. "Tell me more about...." Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Stay calm and reassuring
- Do not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help – it might be necessary to refer to the case to Children's Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Find out what the child wishes to happen next.
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Establish details of full name, Date of Birth, address and names of parents/guardians.
- Pass information to the Designated Safeguarding Lead without delay

The Multi-Agency Assessment and Referral Form

- This form should be used when it is considered that a child has needs which cannot be met solely by the services or resources within the school, and where, following an assessment of the situation, it is believed co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.
- In these circumstances, records will have been kept detailing what work has been undertaken by the school to support the child and family, and why it is believed that a more and co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for coordinated support services for a family should always be discussed with parents, unless to do so would place the child or others at risk of harm.
- Where, following an assessment of a situation, it is considered that immediate protective action is required, a Child Protection referral must be made by the Designated Safeguarding Leader or Deputy. This referral will be by telephone to the relevant team of social services, followed up by hard copy. This referral will be done urgently. The Multi-Agency Form should then be forwarded by the Designated Safeguarding Lead to Social Services. If it is a Child Protection referral the referral form is completed by the Designated Safeguarding Leader or Deputy; a copy of the form is retained in the secure Child Protection file and the Head Teacher is informed of all referrals.

Emergency Procedures

If the designated Lead or their deputy is not available, establish the facts and details as above and MASH, Multi-agency Safeguarding hub.

- MASH Multi-agency Safeguarding hub. (8359 4066).
- Ask for the duty Social worker
- Check to see if the family are known to Social Services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents.
- Social care will contact the police as necessary.
- If action is taken, follow up the phone call with online referral form.

Support and Training

Dealing with a disclosure from a child, and a Child Protection case in general is likely to be a stressful experience. The member of staff/volunteer should therefore consider seeking support for him/herself and discuss this with the Designated Senior Person and Headteacher.

- The Safeguarding Lead will undertake a minimum of safeguarding training every two years to ensure they understand the assessment process for providing early help and intervention, have a working knowledge of child protection conferences and can participate appropriately where necessary, are alert to the specific needs of children in need, or with special educational needs, are able to keep appropriate written records of concerns and referrals and can encourage an appropriate culture within the school with regard to safeguarding issues and initiatives.

- All staff will receive training on Safeguarding termly by the safeguarding Lead to ensure they all (including part time and new staff) are fully conversant with and can contribute to the school's policies and procedures and best practice
- Child Protection and Safeguarding training will be a standing item on all CPC and Full Governing Body agendas.
- Vulnerable Children and SEN children at risk will be discussed at weekly Senior Leadership meetings with the family support worker.
- The designated lead for CLA will have the necessary safeguarding training.
- At least one person on any appointment panel will have undertaken safer recruitment (best practice) training.
- Any new staff will receive Child Protection Training from a designated person within their first week at the school which will be continually updated as information is provided.
- All staff will receive online safety training.
- Any volunteers will receive a Safeguarding summary prior to starting at the school.
- All staff and volunteers will have read and signed confirmation that they have read (to be retained in their file) Part 1 of Keeping Children Safe in Education (2018). All those working with children will further have read and signed confirmation that they have read Annex 1 of the same guidance.
- Written confirmation of Child Protection Training will be required for any person working with children at the school.

8. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in school, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies of The Children's Service and the Police.

Members of Staff will use their judgement when making decisions on what information to share and when and should consult with their manager or DSL if in doubt.

- Fear about sharing information must not get in the way of the need to protect/promote the welfare of children. Sharing special category personal data (information which is sensitive and personal) is allowed for the safeguarding of children (or individuals at risk) and consent is not required:
 - where it is not possible to gain consent,
 - no one would reasonable expect consent to be obtained or
 - doing so would place a child at risk.

See "Information Sharing: Advice for practitioners providing safeguarding services to children...July 2018).

- Where information is shared, a record will be kept of what has been shared.

The seven golden rules: Information will be shared when:

- necessary and proportionate;
- relevant;
- adequate;
- accurate;
- timely;
- secure;
- recorded.

Information will be shared when:

- there is a clear and legitimate purpose for sharing information;
- there is consent to do so OR
- there is another reason to share information such as to fulfil a public function or to protect the vital interests of the information subject.

How information will be shared:

- staff will identify how much information to share;
 - distinguish fact from opinion;
 - ensure the right information to the right individual is shared;
 - ensure where possible the information is shared securely;
 - inform a relevant individual that the information has been shared if they were not aware of this, as long as this would not create or increase risk of harm.
- If a child confides in a member of staff /volunteer and requests the information is kept secret, the member of staff/volunteer MUST tell the child sensitively that s/he has a responsibility to refer cases of alleged abuse for the child's own sake. The child should be reassured that the information will ONLY be disclosed to people who need to know.
 - Staff/volunteers who receive information about children and their families should share that information only within the appropriate professional contexts. Gossip and chat are strictly forbidden.

9. RECORD KEEPING

A centralized record of checks will be kept.

A record of all looked after children, children involved within the CAF framework and children in respect of who there may be safeguarding concerns will be kept securely and updated as appropriate. Where in paper form these will be marked Strictly Confidential.

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child

- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than opinions, interpretations or assumptions
- All records need to be given to the Designated Senior Person promptly. NO copies should be retained by the member of staff/volunteer (The school's pro forma should be used)
- All records must be kept in a locked, secure place and marked 'Strictly Confidential'.

10. ALLEGATIONS INVOLVING ADULTS WITHIN THE SCHOOL

This section applies where it is alleged that a teacher, member of staff, or volunteer has behaved in a way that has or may have harmed a child, or possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children. The following definitions will be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If any member of staff/volunteer has reason to believe that another member of staff/volunteer may have behaved in such a way, they must immediately inform the Headteacher. They should also make a record of the concerns including noting anyone else who witnessed the incident/alleged incident.

If the concerns are about the Headteacher, the Chair of Governors and the Local Authority Designated Officer (Liz Sirrat – Safeguarding/LADO should now always be contacted via the MASH on 0208 359 4066 mash@barnet.gov.uk) and LDBS (London Diocesan Board for Schools) must be contacted straight away.

If a member of staff does not feel able to raise concerns regarding child protection issues internally they should be aware of the NSPCC whistleblowing helpline on 0800 028 0285 or via email help@nspcc.org.uk

Where the allegation concerns a member of staff no longer working at the school then the Headteacher will refer the matter directly to the police.

Where the allegation is so serious it requires immediate investigation by police and/or Children's Social Care then the Headteacher will keep the LADO informed.

In all other instances the Headteacher or Chair of Governors (hereafter in this part referred to as a case manager) will discuss any allegation from any party or external agency with the LADO (who bear responsibility for liaising with all relevant external agencies or organisations) immediately.

The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. They will identify together whether it is necessary to inform the police, and what action should be taken in respect of the accused person. An individual will only be suspended if there is no reasonable alternative (such as redeployment or ensuring presence of an assistant at all times) where a child is at risk of harm or the allegations are so serious there might be grounds for dismissal. If an individual is suspended then efforts will be made to keep them informed about work-related issues, supported by a colleague and able to socialise with colleagues unless there would be prejudice to the gathering/presentation of evidence.

The case manager will inform the accused person about the allegation as soon as possible after consulting the LADO. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. In all instances the case manager will be mindful of their duty of care towards an employee and refer the accused person to sources of support which may be available.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO and case manager will liaise to decide how and by whom the investigation will be undertaken.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, they will not be told until these agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will be kept informed about the progress of the case, and told the outcome where possible including the outcome of any disciplinary process, such information being given subject to the restrictions of the Education Act 2011. Consideration will be given to what support the child themselves might need during this process.

The case Manager will agree with the LADO a strategy for what information is to be disclosed at what stage of any investigation to what parties, mindful of the need to keep all parties informed as to progress unless there are reasons why this should not be done.

Outcome

Wherever possible, an investigation (in which the accused will be given the opportunity to participate) will conclude with a finding in relation to the allegation. The investigation will be as

swift as possible consistent with a thorough and fair process, most cases being resolved within 1 month, some within 3 months and only exceptional cases will take up to 12 months to resolve. Where it is clear the allegations are false or malicious then the matter should be resolved within a week. Where the possibility of criminal behaviour can be discounted but there may be disciplinary proceedings the hearing should be within 15 working days.

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the case manager and Chair of Governors following consultation with the LADO will make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate that.

Where an allegation is substantiated, the case manager will consult with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

If an allegation is determined to be unsubstantiated or malicious the headteacher, will consider what action is appropriate against the pupil/person who made it. This may include disciplinary action or referral to the police or social care to determine whether the child is in need of support.

Details of allegations that are found to have been malicious will be removed from the confidential personnel records of the accused. For all other allegations a summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the personnel file of the accused, and a copy provided to the person concerned. Records containing information about allegations of sexual abuse will be kept for the term of the Independent Inquiry into Child Sexual Abuse, and in any event until the accused has reached pensionable age, or for 10 years, whichever is longer.

Where allegations are proven to be malicious, unsubstantiated or false should not be included in any references.

Where it was decided that it is not necessary to refer the case to the LADO, because the allegation does not meet the criteria set out above or is on its face malicious or false then the Headteacher will, in consultation with the LDBS adviser, decide whether there needs to be an internal investigation. The Headteacher will follow the LDBS guidance to conduct this appropriately.

11. Other Relevant Policies

The policy is fully compliant with our duty under the Disability Act and the Equality Act 2007. It must also be used in conjunction with the school's other safeguarding policies:

- Behaviour Policy including Anti-Bullying Policy and Physical Restraint Policy
- Staff Code of Conduct

- Equality Policy
- Health, Safety and Welfare Policy (this will now include wherever reasonably possible the requirement that the school will hold more than one emergency contact number for each child)
- Sex and Relationship Policy
- CLA/Looked After Children Policy
- Managing the Internet Safety Policy
- Internet Policy and Code of Conduct
- Drugs Policy
- Whistleblowing Policy
- Dog Policy
- Hazardous Weather Policy
- Safer Recruitment Policy
- Medical Policy

12. PROVISION AND PUPIL AWARENESS

Children are regularly reminded about Safeguarding especially 'Stranger Danger' and e-safety through a variety of curriculum opportunities for example; PHSE, Road Safety Officers etc.

13. PARENTAL AWARENESS OF SAFEGUARDING

Parents will be informed through the website and the weekly newsletter as to any Safeguarding issues. The school will also provide Safeguarding briefings for parents.

14. MONITORING AND EVALUATION

The Child Protection and Safeguarding issues will continue to be a standing item on Part 2 of CPC and Full Governing Body agendas. It is the responsibility of the Designated Child Protection Governor to ensure the policy is reviewed annually.

* If a Parent /Carer requires this information in another format, eg. enlarged type, please request this from the Headteacher.



Holy Trinity CE of School

Safeguarding Children

Visitors Briefing Document for parents, volunteers, governors, supply staff, contractors

Safeguarding and Child Protection is extremely important to all schools' staff and pupils. All visitors are required to comply with the guidelines set out in this briefing document.

As a visitor to the school please adhere to the following procedures:

- Sign in at the main reception and sign out when you are leaving
- Ensure your visitor badge is clearly displayed at all times whilst you are in the school
- Ensure you are accompanied by a member of staff (unless otherwise advised)
- All visitors that are working on the site must report to the main reception and arrange for their identity to be checked before they start work or accompanied by a member of staff at all times.

Confidentiality

We expect all adults volunteering in the school, in classes, or on trips to ensure that information pertaining to any child in this school is kept private and confidential; it should not be shared with other parents.

What to do if you have a safeguarding or child protection concern:

In the event that you are concerned about the protection or safeguarding of a child please contact the

Designated Safeguarding Officer: Roz Kimani (Headteacher)

Or a member of the safeguarding team: Kirsty West (Deputy Headteacher) and Kerri Wakefield (FLO)

Or the Barnet Multi-Agency Safeguarding Hub **020 8359 4066**

Individual Responsibilities

All persons should be aware of issues related to the protection of children. Remember that someone else might misinterpret your actions, no matter how well intentioned.

You should;

1. Treat all persons with respect
2. Use the school ICT equipment (if applicable) for school purposes only

You must not;

- Have inappropriate physical or verbal contact with pupils
- Use the pupils' toilets
- Ignore concerns if you hear them raised by a child
- Smoke on the premises
- Use your mobile phone to take calls, text message or take photos of the children when you are working directly with children
- Leave your mobile phone on display when not in use
- Directly work (unsupervised) with children unless you have completed a DBS check through the school

Fire Escape Instruction and other Health and Safety Issues

- i. Familiarise yourself with the fire escape signs and instructions displayed around the school. If the fire alarm sounds, follow the fire escape signs.
- ii. Please be on the lookout for safety notices and instructions around the school.
- iii. Visitors such as electricians, builders etc. should liaise with the school site manager.

I have read and understood this briefing document. I agree to adhere to the guidelines.

Signed

Holy Trinity School, East Finchley

Name (print name) Date

The following policies can be found on the staffroom notice board or requested from the school office; Child Protection and Safeguarding, Staff Code of Conduct, Whistleblowing Policy. For the school's procedure in dealing with allegations against staff please use the following link (Part 4)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf