HOLY TRINITY CE PRIMARY SCHOOL

SAFEGUARDING POLICY

Incorporating:

(Child Protection & Safer Recruitment)

Holy Trinity Mission Statement
We strive to be the best we can be in an inclusive, safe and supportive learning community; to nurture and equip pupils with positive attitudes so that they become effective members of a multi-cultural community who demonstrate the values of hope, faith and love and develop self-discipline and confidence in a Christian family environment.

"Pray together, learn together, play together"

HOLY TRINITY CE PRIMARY
CHILD PROTECTION
AND
SAFER RECRUITMENT

> The senior designated safeguarding lead is:

Miss Sarah Ambrose

> The deputy designated safeguarding lead is:

1. Miss Sarah-Jane Pendleton

2. Ms Lorna McGwyer

3. Mr Jermaine Joseph

> The chair of governors is: Mrs Jaqueline Paschoud

> The Governor for safeguarding children is: Mrs Carolyn Buckeridge

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> The designated lead for Children Looked After is: Miss Sarah Ambrose

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Safeguarding: Child Protection

1. Statement and Aims

Statement

In accordance with the DfE guidance, Safeguarding Children and Safer Recruitment in Education and local authority guidance, the governors and staff at Holy Trinity School fully recognise their responsibility to safeguard pupils and promote their welfare. We recognise that all staff* have a full and active part to play in protecting all pupils from harm.

Staff in this instance to include volunteers, coaches, learning mentor, tutors, FOHTSA and any other individuals not directly employed by the school but working with pupils as part of a planned programme set up by the school.

Aims of this policy

1.1 To support the pupils' development in ways that will foster safe practices, confidence and independence

1.2 To support pupils in their emotional, social, cultural, moral and spiritual growth. To make healthy choices and to assert their rights.

1.3 To raise the awareness of both teaching and non-teaching staff of their duty to safeguard pupils and in identifying and reporting possible cases of abuse, using the school's 'Children in Need Concern' form and handing to the Designated Lead.

1.4 To provide systematic means of monitoring pupils known or thought to be at risk of harm.

1.5 To emphasise the need for good levels of communication between all members of staff and to ensure that appropriate relationships are maintained.

1.6 To develop structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.

1.7 To develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care

1.8 To ensure that suitable checks are undertaken for all adults in the school.

1.9 To deal with pupil and family matters in confidence

2. Framework

<u>Key documents that inform this policy are:</u>

2.1 Keeping safe in education, September 2016

2.2 Working together to safeguard children, March 2015

2.3 Statutory framework for the early years foundation stage March 2014

2.4 What to do if you worried a child is being abused 2015

Holy Trinity school procedures for safeguarding children will be in line with the Lewisham safeguarding children board child protection procedures which are based on the London child protection procedures.

<u>Schools are required to:</u>

2.5 Have a designated member of staff for child protection – to co-ordinate action within the school;

2.6 Ensure that staff and adults working directly with pupils have had clearance from the Disclosure and Barring Service; (vetting and barring Independent Safeguarding Authority – will need to register). Will follow any subsequent guidance still to be produced by the government.

2.7 Have a member of staff who will act in the designated teacher's absence.

2.8 Keep detailed and accurate records

2.9 Ensure all members of staff develop their understanding of the signs and indicators of abuse through staff training.

2.10 Ensure all members of staff know how to respond to a pupil who discloses abuse. Staff are to complete 'Children in Need Concern' form; Red – serious incidents; Yellow – causing concern; Green – behavioural incident. These then need to be completed and reported to the Designated Lead before the end of the day.

2.11 Ensure opportunities for training staff.

3.	Essential Good Practice

Where any abuse is suspected:

In order to bring about a satisfactory conclusion to all investigations these practices must be followed.

3.1 It is not the responsibility of teachers or other school staff to investigate suspected abuse. The designated teacher may make initial enquiries around this matter. Further investigation will be followed up by the Police or Social Care as appropriate.

3.2 Discussion/investigation must be dealt with **in confidence**. Playground /staffroom gossips must be discouraged.

3.3 Staff must not promise pupils that their discussion will be kept secret. Equally, staff must not ask leading questions. It is more acceptable to say 'tell me what happened' rather than 'did they do x to you?' The key task at this stage is to listen to the pupil, without interrupting as they recall significant events.

3.4 Write notes as soon as you can after speaking with the child. Record as much as you can quote the child's own words. Ensure these notes are dated, the time recorded and the notes are signed on the schools 'Concern Forms' (Appendix 1 and 2).

3.5 All written notes must be on the appropriate forms and be kept securely in the Headteacher's office.

4.	Roles and Responsibilities

The Role of the Designated Safeguarding Lead

Is to follow Lewisham Local Safeguarding Children's Board (LSCB) procedures, monitoring pupils on the Child Protection (CP) register, submitting appropriate reports and being represented at CP conferences. Lewisham has a CP register, held by Children's Social Care department. Professionals who have contact with pupils have access to the register.

Cases of suspected abuse or allegations must be referred to the relevant investigating agency
The designated officer needs:

4.1 To have a thorough understanding of the LSCB's procedures for dealing with suspected child abuse, advise others and to take appropriate action.

4.2 To be aware of all pupils in school who are at risk and be familiar with each case.

4.3 To keep up to date on current practices and issues relating to child abuse and be able to recognise signs of abuse.

4.4 To give support and be sympathetic to the needs of pupils and members of staff involved in suspected child abuse cases.

4.5 To keep detailed, accurate, secure written records of referral or concerns

4.6 To ensure that the CP record of children who have been transferred from the school are <u>sent separately</u> and as quickly as possible to the child's new school.

4.7 To liaise with outside agencies, prepare reports or attend case conferences.

4.8 To build links and establish a positive partnership with parents as appropriate.

4.9 To develop staff awareness through induction and training.

4.10 To ensure parents are aware of this policy

4.11 To monitor and review the CP policy.

4.12 To update his/her training every 2 years

The headteacher along with the appropriate governors must have regard to recent legislation relating to safer recruitment of staff. Responsibility in ensuring their training is kept updated will rest with these individuals, and should be a part of the annual assessment of governors' training at the start of the academic year.

The Role of School Staff
All staff have a responsibility to:

4.13 Report any concerns about a child to the child protection lead/ pastoral team and keep relevant records; Concern Forms are available in the Headteacher's room, CP Office, Staff Room and Class Folders.

4.14 Be responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Be careful about how physical contact is used so that it cannot be misconstrued by the child

4.15 Comply with the school E safety policy. Staff should not communicate with children at the school or previous pupils on the internet

4.16 Ensure that any cameras used to take photos belong to the school and that the school policy is followed.

4.17 Ensure that mobile phones are not used during work hours, including texting, except during break times and after school hours. They should be kept in a safe place. Children should not be photographed using a mobile phone.

4.18 Ensure that the school environment is safe, any concerns please write in the caretaker's book

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5. Types of abuse and their symptoms

Child Protection (CP) and the School
Child abuse can manifest itself in a variety of ways. However, abuse falls into 4 main categories.
These are neglect, physical, sexual and emotional abuse.
The school has a statutory responsibility in identifying and referring pupils falling into any of the categories listed below.

Signs of Abuse
Staff are well placed to observe signs of abuse; such as changes in child's behaviour or failure to develop.
All staff should be alerted, through staff meetings and training, to any signs of possible abuse and to notify the designated teacher or Headteacher/ Deputy Headteacher/Learning Mentor

Physical abuse

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

Physical abuse indicators	
Physical indicators	Behavioural indicators
- Unexplained injuries – bruises / - abrasions / lacerations - The account of the accident may be vague or may vary from one telling to another. - Unexplained burns - Regular occurrence of unexplained injuries Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.	- Withdrawn or aggressive behavioural extremes - Uncomfortable with physical contact - Seems afraid to go home - Complains of soreness or moves uncomfortably - Wears clothing inappropriate for the weather, in order to cover body. - The interaction between the child and its carer

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent failing to:
• Provide adequate food, clothing and shelter
• Protect a child from physical and emotional harm or danger;
• Ensure adequate supervision (including the use of inadequate care-givers);
• Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect indicators	
Physical indicators	Behavioural indicators
- Unattended medical need - Underweight or obesity - Recurrent infection - Unkempt dirty appearance - Smelly - Inadequate / unwashed clothes - Consistent lack of supervision - Consistent hunger - Inappropriately dressed	- Poor social relationships - Indiscriminate friendliness - Poor concentration - Low self-esteem - Regularly displays fatigue or lethargy - Frequently falls asleep in class - Frequent unexplained absences

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

• Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;

• Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
• Seeing or hearing the ill-treatment of another;
• Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child.

Emotional abuse indicators	
Physical indicators	Behavioural indicators
- Poor attachment relationship - Unresponsive / neglectful behaviour towards the child's emotional needs - Persistent negative comments about the child. - Inappropriate or inconsistent expectations - Self-harm	- Low self-esteem - Unhappiness, anxiety - Withdrawn, insecure - Attention seeking - Passive or aggressive behavioural extremes

Sexual abuse

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse indicators	
Physical indicators	Behavioural indicators
- Sign of blood / discharge on the child's underclothing. - Awkwardness in walking / sitting - Pain or itching – genital area - Bruising, scratching, bites on the inner thighs / external genitalia. Self-harm - Eating disorders - Enuresis / encopresis - Sudden weight loss or gain	- Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding. - Drawings & or written work that is sexually explicit - Self-harm / Suicide attempts - Running away - Substance abuse - Significant devaluing of self - Loss of concentration

6. What to do when a child discloses abuse

Stay calm and reassuring

Arrange a time and place to talk privately immediately after the child has initiated contact

Explain that you cannot promise to keep what the child tells you a secret - you may have to contact a social worker or the police

Don't make any other promises to the child - the situation may cause you to react emotionally

Listen and reassure

Do not press for details - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.

Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.

As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child

Note: A wide range of situations can fall into the category of "disclosure". Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

7. Local Authority Referral Procedure

Procedures - LA's referral procedures
7.1 Staff must immediately alert designated teacher of any suspicion of abuse.
7.2 The designated teacher will undertake an initial investigation and then refer the matter to the police or relevant agency as appropriate.
7.3 A written report of the concern (and the conversation – quoting words actually used) should be made on the CP Referral form. **This form may be used in any subsequent court or disciplinary proceedings. No copies are to be made and the original must be kept safe, confidential, and filed in the CP folder. All written accounts must be signed and dated.**
7.4 Where a referral is deemed appropriate, the head will authorise the referral form. In the absence of the head, the deputy and the designated teacher will authorise the referral form.

8. Female Genital Mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Any member of staff who has an FGM concern should discuss it with the Designated Safeguarding Lead who will involve Children's Social Care as appropriate.

Typical identifiers / triggers are:
- Family comes from a community known to practice FGM
- Family / child may ask to be excused PE / swimming on return from abroad
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE (RSE at Holy Trinity School)

9. Extremism and Radicalisation

Protecting children from the risk of Radicalisation should be seen as part of Holy Trinity CE Primary School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support Terrorism and forms of Extremism. The internet, and the use of social media in particular, has become a major factor in the Radicalisation of young people.
As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of Radicalisation

Since 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent people from being drawn into terrorism. This duty is known as The Prevent Duty.

Staff will undertake Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

10. Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child Sexual Exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;

- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

Staff will report any concerns to The Safeguarding Designated Lead.

11. Domestic Violence

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended the Adoption & Children Act 2002:
Impairment suffered from seeing or hearing the ill treatment of another' particularly in the home, even though they themselves have not been directly assaulted or abused.

Holy Trinity CE Primary Schools recognises that DV will have an impact on aspects of a child's life. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances.

At Holy Trinity CE Primary School we will allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lewisham Children's Social Care where there is a child/ren at risk of significant harm and/or neglect.

12. Honour Based Violence

'Honour-Based' Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), Forced Marriage, and practices such as Breast Ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

13. On-line Safety

The use of technology and social media has become a significant component of safeguarding children. Child Sexual Exploitation; Radicalisation; Sexual Grooming- technology often provides the platform that facilitates harm.
It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Network Manager / Technician will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole school community in their use of technology and establishes mechanisms to identify intervene and escalate any incident where appropriate.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems for example The Learning Mentor, trusted staff, to whistle blow or raise issue of safety in confidence.

14. Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Looked Children After Lead (LAC Lead) will ensure that staff have the skills, knowledge and understanding necessary to keep Looked After Children safe.

Our designated teacher for Looked After children is:

Miss Sarah Ambrose

We will ensure that appropriate staff have the information they need in relation to a Child's Looked After legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's Social Worker and the name of the Virtual School Head in the authority that looks after the child.

Virtual School Heads receive Pupil Premium plus additional funding based on the latest published numbers of children looked after in the authority. The Designated Teacher for Looked After Children will work with the Virtual School Head to discuss how that funding can be best used to support the progress of Looked After Children in the school and meet the needs identified in the child's Personal Education Plan.

15. Private Fostering

Where Holy Trinity CE Primary School becomes aware that a child under the age of 16 is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with The Designated Safeguarding Lead. The Designated Safeguarding Lead will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

16. Children with Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. The Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

12.1   assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

12.2 children with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs; and

12.3 communication barriers and difficulties in overcoming these barriers.

Awareness of these additional barriers is reflected in the training for staff.

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17. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. We will follow the Holy Trinity CE Primary School procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that staff are alert to signs to look out for and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Holy Trinity CE Primary School will inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

13.1 has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;

13.2 has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;

13.3 has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

13.4 is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, has been permanently excluded.

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Holy Trinity CE Primary School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between Holy Trinity Primary school and the local authority.

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18. Supporting Children

14.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

14.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

14.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

14.4 We know that disabled children are more vulnerable to abuse than non disabled children, and are especially liable to bullying and intimidation. (See' *Safeguarding disabled children 2009'.* In staff room file and on the shared drive)

Staff should be aware who these children are, an additional care list is updated half termly that includes these children. Staff should be aware that these children may have difficulties communicating their needs and may use signing or need a trusted adult to communicate their needs to.

Support will be given to all pupils by:

14.1 Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying.

14.2 Promoting a caring, safe and positive environment within the school.

14.3 Liaising and working together with all other support services and those agencies involved with the safeguarding of children.

14.4 Notifying Social Care as soon as there is a significant concern.

14.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.

14.6 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to, the pastoral team are available to talk to children and each class has a worry box where issues can be raised.

14.7 Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

14.8 Include in the curriculum opportunities for PSHE and Citizenship which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help.

19. Supporting Staff

15.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

15.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Officer/ pastoral team and to seek further support as appropriate.

20. Training

16.1 The designated Child Protection officer is updated on training every 2 years.

16.2 The Headteacher carries out training for all staff annually to re-iterate the child protection policies and duties of all staff associated with the policy.

16.3 All staff members will receive regular Safeguarding and Child Protection updates (for example, via email, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

16.4 Opportunities will be provided for staff to contribute to and shape safeguarding arrangements and Child Protection Policy.

21. Confidentiality and Record keeping

All staff have the responsibility to:

17.1 Understand the issues of confidentiality relating to CP procedures;

17.2 Share relevant information with other professionals (when authorised) relating to the Protection of pupils;

17.3 Assure pupils that the matter will be treated 'confidentially' and will be shared with those who need to know. Do note that staff's indiscretion may lead to disciplinary action;

17.4 Ensure that information about pupils and their families are shared within a professional context and with the appropriate individuals;

17.5 Ensure that CP records are securely locked in a designated central place.

Basic Information will be shared with staff on a 'need to know' basis. However, pupils, parents & carers are entitled to have information relating to their family protected and the school has a duty to comply.

All staff must be advised of the school's duty under the Freedom of Information Act. Therefore, it is important to note, that from time to time requests are received by phone, email or letter requesting information relating to individual pupils. The head, deputy or designated officer must be informed. Authorisation from the head must be given before any information is shared.

The Designated Safeguarding Lead will ensure that all Child Protection Records and Safeguarding concerns are kept separately from pupil records. The records will be stored securely, by encryption and/or password protecting electronic files. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with Holy Trinity staff on a need to know basis.

When a pupil transfers to a new school we will ensure that the Child Protection Records are addressed to the Designated Safeguarding Lead and sent separately from the general records to the new school.

22. Inter-Agency Working

The designated Safeguarding Lead will ensure that the Holy Trinity CE Primary School contributes to inter-agency working in line with statutory guidance Working together to safeguard children. Holy Trinity Primary School will work with Children's Social Care, the Police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Holy Trinity CE Primary School will allow access for Children's Social Care to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

23. Child Protection Conferences/ Reviews/Core Meetings

Such conferences/reviews/core meetings are usually convened by Children's Social Care to enable the family and professionals to share and evaluate information and for everyone to be kept updated. Decisions are made about the level of risk to a child, whether the child's name should be in the care of Children's Social Care and what plans need to be made for the future.

The head or designated staff attending such conferences/reviews will be expected to:

19.1 Give a report on behalf of the school, eg, learning, behaviour, current physical and emotional state, attendance and punctuality, etc.

19.2 Take part in discussion of any risk in relation to the pupil.

19.3 Give an opinion on whether the pupil meets the criteria of being placed under the care of social services.

19.4 Take part in the discussion about the protection plan and agree the school's role.

24. Parental Involvement

It is important that parents/carers understand the school's responsibility for the welfare of all pupils. This is developed through fostering good relationships, partnership and trust.

Parents/carers may access the Child Protection policy and all other policies online.

Whilst it is our practice to work in partnership with parents, and to discuss concerns with them, **in cases where sexual or physical abuse is suspected NO CONTACT should be made with parents/carers by any members of staff, including the headteacher and the designated officer in the first instance.** Contact will be made with Children's Social Care, the Police and other relevant agencies in the first instance. Their advice and procedures will be followed.

25. Changing for PE

Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult.

As children at Holy Trinity get older, we are aware that their bodies are changing, and at least from the age of 8 years onwards, they will be given the opportunity to change for P.E. in single sex areas.

26. Physical Contact with Pupils

It is unnecessary and unrealistic to suggest that teachers and support staff will touch pupils only in emergencies. Appropriate touch of pupils can give a welcome reassurance, staff act as good role models showing safe positive touches, such as shaking hands, a congratulatory pat on the shoulders or a comforting hug. This should be led by the child and if the child is not comfortable, then no contact should be given. At Holy Trinity, staff are sensitive to a pupil's reaction to physical contact. If they do not want to be examined, eg, by our designated first aid staff when they are injured, then this will be accepted and reported to the senior teachers/headteacher. Parents will also be notified of this on the accident slip.

Should a pupil need to have his/her clothing removed for an injury to be inspected or to be cleaned up if unwell, 2 members of staff must be present. The headteacher and deputy have authorisation 'to make examination of person and clothing of pupils pursuant to Section 521' in line with the Education Act 1996 and will always seek to have another adult present on such occasions.

27. Physical Restraint

Physical Restraint of Pupils

In some cases, a teacher or member of the support staff may have to physically restrain a pupil to prevent him/her causing injury to him/herself, other pupils or property. In such situations, the aim is to use no more than the minimum reasonable force necessary.

Any member of staff who has had to physically restrain a child must take the following actions.
1. Complete the incident form and sign it (this will be kept in the CP folder – Pupil Restraint form – Appendix 4).
2. Inform the headteacher and/or deputy head immediately.
3. Check the child for any marks/ injury (this must be completed with another adult present).
4. Complete the accident form if any mark is present.
5. The headteacher and/or deputy will then inform the parents by telephone or letter.

28. Allegations

There are occasions when pupils may accuse staff of abusing them. Such concerns or allegations must be reported immediately to the headteacher or designated officer. If the allegation is against the designated officer, then the head or deputy should be informed. In the case of the head the Chair of Governors should be informed. In all cases of allegation, the Chair of Governors should be contacted and the procedures of the Southwark Diocesan Board of Education Grievance and Discipline procedures and any appropriate LA's guideline will be followed.

To minimise the likelihood of such allegations, staff will:
24.1 Always maintain appropriate physical, social and emotional contact with pupils.
24.2 Always ensure the door to a room is open when alone with a child. If possible, have another child present;
24.3 Ensure 2 members of staff are present if undergarments are being dealt with. Pupils must be encouraged to deal with this independently, if possible.

29. Walking Home Alone

With written parental consent and authorisation for the Headteacher, children in year 6 are allowed to walk home alone. This applies to Year 5 children in the Summer term.

30. Uncollected Children at the end of the school day

The expectation is that parents/carers will be in the playground at 3.00pm to collect pupils. However, this may not be the case for a variety of reasons. Where pupils are still on premises at 3.15 pm their name, class, reason for absence and time collected should be recorded in the end of day late book. Teachers should aim to ascertain why a pupil is still on the premises and may have to phone parents/carers to establish this fact.
Parents should be aware that pupils left uncollected after school are considered to be a serious child protection issue. Therefore, parents are urged to collect all pupils promptly.

Aim to make contact with Children Social Care (CSC) before 5pm
Lewisham central switchboard: 0208 314 6000
Lewisham Educational Switchboard 0208 314 6200
Lewisham duty Social Worker: 0208 314 3852 / 6660 (up to 4.30pm suggested by C&R governors' Committee)

- **PROTOCOL**
Children not Collected From School
Guidance for Lewisham School Staff
In the event of a child remaining uncollected at the end of the school day, and school staff not having been advised of lateness by the parent/carer, then the following protocol will come into action:

26.1　Two members of staff will remain at the school and whilst one looks after the child the second will locate the parent/carer.
26.2　15 minutes after the end of the school day the parent/carer will be telephoned at work/mobile/home in order to try to locate them.
26.3　If this is unsuccessful then the next of kin and/or other emergency numbers will be contacted.
26.4　If this is still unsuccessful, after 15 minutes then the calls will be repeated.
26.5　If no contact has been made after another hour then Children's Social Care should be contacted to discuss the next step or best option.

26.6 At this point (1 ½ hours after the end of school) Children's Social Care become responsible for the child. If the child remains at the school by agreement (e.g. in an after school provision) or the school remains involved in contacting parents/ neighbours etc, this will be by agreement only and should not be an expectation.

26.7 1 ½ hours after the end of school it will be Children's Social Care responsibility to identify where the child should be taken. How the child is brought to that venue should be agreed between CSC and the school staff.

Parents who persistently fail to collect their children on time

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Parents who persistently fail to collect their children on time on a regular basis should be subject to a CAF and consideration should be given to referring the child to CSC. This should be considered even if the child does not meet the timings in this protocol

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Regular Reviews and Updates of Children not collected on time

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In order for this protocol to be successful it is essential that schools keep, regularly review and update contact and emergency details for all their pupils. This information must be passed to CSC upon the making of a referral under this protocol.

Child Subject to a Child Protection Plan – Late Collection

If a child is subject to a **Child Protection Plan** then the school should notify the child's allocated worker after 15 minutes. They should speak to the duty worker or team manager in FSI? if the social worker is not available

In addition to the above, Holy Trinity staff should follow the school's system of recording pupils as late at 3.15pm on the 'Late Book'.

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31. Photographic and Other Digital Images

There are two main areas of application:
1. Photographs taken by the school for its use both internally and in school publications
2. Photographs taken by parents/carer or children
3.

In this age of digital cameras and mobile telephones that can take photographs Holy Trinity School is concerned to preserve the welfare of children in the distribution of any photographs taken.
In order to protect the privacy and well-being of all children at Holy Trinity School the school's policy is that no parent/carer or child may take photographs at school events or on school premises.
Written permission will be sought from all parents/carers about photographs taken by the school for internal use or school publications.
Holy Trinity School proposes that school productions and events may be photographed or videoed by the school, copies of which may be put on the website. Parents/Carers will have the opportunity to give or withhold their permission for their child's image to be included in the school video. An opportunity for parents/carers to take individual photographs of their child may be made at the end of an event.

Safeguarding: Safer Recruitment

1. Aims

"At Holy Trinity CE Primary School we are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment"

Aims

1.1 To be consistent and transparent in the process of recruiting staff
1.2 To establish and maintain staffing levels to ensure stability and high standards of teaching and learning
1.3 To ensure that agreed staffing structure is maintained, provide for effective delivery of the curriculum and attainment of all pupils

The policy covers all teaching, support and administrative staff recruited to the school.

2. Equal Opportunities

The school is committed to the fair treatment of all applicants regardless of their race, colour, religion, gender, disability, sexual orientation or class. All aspects of the recruitment process will be carried out in a way that reflects this commitment.

3. Recruitment Need

Review of any vacancies within the school will be undertaken in regards to:

3.1 Current roll size and projected roll size
3.2 School Improvement Plan (SIP), School Self Evaluation Form (SEF) or OFSTED key issues
3.3 Staffing structure
3.4 Budget

The Chair / Finance, Premises & Pay Committee (FPP) will be informed of any vacancies immediately. Once notice is received the head / committee will give consideration as to whether direct replacement is the appropriate way forward or if an opportunity for restructuring exits. The Chair/head will keep the Full Governing Body (FGB) informed of all appointments made.

4. Job Description and Personal Specification

The head/Chair and any selected recruitment panel will review the job description (JD) and person specification (PS). These will identify key criteria for the post being advertised. In the case of advertising the post of the head or deputy, a governor's interview panel, in consultation with the Southwark Diocesan Board of Education (SDBE), will be responsible for the JD and PS. The Individual School Range (ISR), in consultation with SBDE and Local Authority (LA) will be established for the post.

5. Advertising the Post

All posts will be advertised to ensure maximum opportunity for attracting a suitable candidate.
The school will advertise in a variety of ways, eg,

Internal school advert
LA vacancy Bulletin and online
Other websites such as, SDBE, TES online, Jobs Go Public.

6. Recruitment Pack

Once the advertisement has been placed recruitment pack needs to be prepared. This should contain:

6.1 Letter from the head/online info
6.2 Job description
6.3 Salary range
6.4 Person specification
6.5 Application form Southwark Diocesan Board of Education (SDBE)
6.6 Safeguarding policy
6.7 Equalities policy
6.8 (Information about the school) Welcome/Induction
6.9 Information about the process that will be followed at the interview (This will be provided to the candidate after the shortlisting process has taken place)

The head / Governors' Panel or Curriculum & Resources (C&R) Committee will agree:

6.10　　Details for the advertisement
6.11　　The job description as appropriate
6.12　　The selection criteria as appropriate
6.13　　Dates for the selection process
6.14　　The selection process

For the majority of posts the process will involve an interview as well as other tasks to enable candidates to demonstrate that they meet the criteria and are suitable for the post.

Teachers will be observed teaching in their current setting as part of the selection process. If this is not possible for one candidate then all candidates will be observed teaching in sessions at Holy Trinity School.

All applicants will be invited and encouraged to visit the school. Tours will be conducted by the head, deputy head teacher, SLT member or Senior Admin Officer (SAO).

7. Short Listing and Interview

The head takes a lead on all staffing appointments outside the Senior Leadership group, including support staff, those on temporary teaching contracts and agency appointments. It is agreed that at least one member of the governing body should attend appointments relating to teaching, administration and premises staff. The appointment of teaching assistants (TAs) and meal supervisor is at the discretion of the head.

Short listing will be carried out against key criteria outlined in the Job Description (JD) and Person Specification (PS). Where appropriate all governors will be given the opportunity to serve on the interview panel and be involved in the short listing process. For the appointment of the head, the panel will normally comprise of a minimum of 2 governors, 1 SDBE officer, 1LA officer, 1 member of the senior leadership team (SLT). This is at the discretion of the Full Governing Body (FGB). For the appointment of the deputy the head will also join those previously indicated. For the appointment of

all staff the panel should comprise of the head, deputy/SLT member and a minimum of 1 governor. Where the appointment of the head is to undertaken, at least two governors should be on the panel. To ensure the interview process is fair; the Panel conducting both interview and shortlisting will remain the same.

At least one governor on the panel should have undergone appropriate training relating to safer recruitment, selection procedures and an understanding of Equal Opportunities.

All application forms and personal statements must be carefully checked to ensure:

7.1 full employment history is recorded and that any gaps are identified;
7.2 references are provided. Note references may be sought prior to an interview or an offer being made;
7.3 qualifications are established;
7.4 identity check is undertaken;
7.5 full disclosure – unspent and spent convictions;
7.6 permission to work in the UK is in place;
7.7 current salary and scale.

Where applicants clearly do not meet the key criteria then they will not be short listed. Once the short listing has been completed, applicants will be notified by telephone and in writing.

Where an applicant is invited for interview s/he will be sent a schedule for the day, an indication of what will be expected, including details of any test or practical demonstration that may be required.

Those applying for a teaching post will be asked to teach a lesson, if this has not been undertaken already. Candidates may bring examples of projects or lesson plans they wish to share with the panel.

Support and/or administrative staff could be asked to demonstrate some relevant practical ability/skill.

8. Conflict of Interest

Any conflict of interest or prior knowledge of a candidate should be declared by members of the interviewing panel as soon as they are aware of this.

9. The Interview

The interview is a two way process. Candidates must have the opportunity to decide if the school is the right place for them as well as the school deciding if they want to offer the applicant a position. The interview process will therefore include:

9.1 an offer to visit the school
9.2 practical session to observe the candidate teaching or undertaking a role
9.3 opportunity to meet members of staff and pupils' representatives as appropriate
9.4 formal interview
9.5 written or practical task

The interview will follow a set agenda:
9.6 core questions
9.7 targeted questions to explore aspects not fully covered in the application
9.8 questions of good practice

9.9 opportunity for the candidate to ask questions of the panel

Candidates applying for senior posts may also be asked to make a short presentation. Interviews for the head's appointment will be more extensive and will always involve an exercise and/or presentation. Applicants applying for the post of headteacher should ensure they have successfully completed the National Professional Qualification for Headteachers (NPQH) or as indicated by current legislation.

The interview panel will agree beforehand who will ask which questions. The questions should be asked in the same way to ensure equal opportunity. However, the panel should be prepared to ask demanding, probing and difficult questions where necessary to ascertain candidates':

9.10   motivation for working with children;
9.11   ability to form and maintain appropriate relationships and personal boundaries with pupils;
9.12   emotional resilience in working with challenging behaviour;
9.13   attitudes to leading and responsibility.

The panel should feel they can be flexible in the interview process so that issues can be picked up as they arise in order to ensure they have all the information needed to make a safe appointment and secure the best candidate for the vacancy.

10. Disposal of Confidential Documents

Any confidential documents should be returned to the School Business Manager for the correct disposal (see Data Protection Policy).

11. After the Interview

Each member of the panel should separately score the interview questions using the format sheet provided. The panel should then discuss all applicants, hear feedback from teaching observation, school council representative, review the results of any written or practical demonstration and consider any references that have been received. Applicants will be informed of decisions made as soon as possible.

The panel should be prepared to provide feedback to any unsuccessful applicants. Application forms and interview notes will be stored for 12 months in case of queries.

12. References, Checks and Single Central Record (SCR)

At least two references will be required for all successful candidates. Referees *must be recent* and relate to your last *two previous jobs*. As a part of our safer recruitment practice there will be an emphasis on safeguarding pupils and staff at Holy Trinity School. References may be taken up prior to the interview or the offer of a post. The head will seek both written and telephone references as appropriate. Any job offer must be conditional, pending satisfactory references, a Disclosure and Barring Service (DBS) check and Children's Barred List checks, certificates of qualifications, medical information, record of absences, evidence of their right to work in the UK etc. Overseas candidates must ensure they have secured all appropriate paperwork in good time for an offer to be made. Note that governors reserve the right to withdraw an offer made should a candidate fail to satisfy any of the above or is unable to complete the recruitment process. All employed staffs' details will be added to the school's SCR which will be checked at intervals by the SAO, Headteacher and child protection/safeguarding governor.

13. Newly Qualified Teachers (NQT's)

All NQTs appointed are expected to successfully complete their first year and to fully meet all the teaching standards. NQTs will be required to maintain a 'Standards Folder' of evidence demonstrating ongoing excellence in their practice. This folder will also form the basis of their career plan and continuing professional development (CPD).

14. Unqualified Teachers and Agency Staff

The decision to use unqualified teachers or agency staff is delegated to the head. However, unqualified teachers will only be employed where they have a specific experience or a qualification in the subject taught, and where there is no suitably qualified teacher available.

The use of an agency supply teacher to fill a long term position will be reported to the Finance, Pay and Premises Committee (FPPC).

15. Use of Temporary Contract

On occasions staff may be employed on an 'as and when basis' or as agency supply teachers.

If an agency staff teacher covering a long term vacancy or absence is judged by the head or SLT to be an effective teacher, s/he may be recommended for appointment, if a post becomes available, after discussion with the appropriate governors' committee. The usual recruitment process would apply. The headteacher and deputy is responsible for securing supply teachers for covering daily casual absences. Agencies used should be asked to confirm that they are exponents of good practice and carry out the necessary checks regarding safer recruitment, qualifications, etc.

16. Volunteers/Work Experience Students

All volunteers and students must ensure they have appropriate DBS checks as stated in current legislation before they will be allowed to have unsupervised access to pupils. Original DBS forms must be presented to Holy Trinity's School office before commencing their time with the school. Any parent volunteers helping with a class trip need to consent to having a Children's Barred List Check prior to the trip taking place. The School Business Manager should be provided with the parents' names and details.

17. Contractors

Contractors working within the school will not have unsupervised contact with pupils. The premises officer is to escort and remain with any contractor during school hours.

18. Administration

- A budget will be allocated annually for recruitment expenses by the governing body
- We aim to follow good practice in dealing with personnel and equality of opportunities as set out in the Lewisham Personnel Handbook and the SDBE guide.
- All paper work of staff recruited will be kept for a minimum of 3 years after their departure from the school.
- All governors and others who take part in recruitment processes will receive appropriate training.

Monitoring the Policy
This policy will be reviewed annually by the C&R Committee.

Policy History

First Draft	June 2016
Reviewed	January 2017
Next Review	January 2018

This policy has been agreed by the governing body of Holy Trinity School on

…………………………….

and supersedes all previous policies relating to this area.

Signed ………………………….. (Chair of Governor)

Apendix 1

SERIOUS CONCERN RECORD

Name:
Date of birth:
Year Group:
Date and time of incident:
Completed by:

Key information:

Actions by designated CP Lead:

Immediate:

Follow up:

☐ Kept on record (no further action)
☐ Involvement of family liaison
☐ Shared with parent/carer
☐ Involved external agency
☐ Referred to Children and Social Care

Apendix 2

CHILDREN IN NEED CONCERN RECORD

Name:
Date of birth:
Year Group:
Date and time of incident:
Completed by:

Key Information:

Actions by designated CP Lead:

Immediate:

Follow up:

Apendix 3

Behaviour Concern Record

Name:
Date of birth:
Year Group:
Date and time of incident:
Completed by:

Key Information:

Actions by SLT:

Immediate:

Follow up:

Apendix 4

PHYSICAL RESTRAINT RECORD

Name:
Date of birth:
Year Group:
Date and time of incident:
Completed by:

Key Information:

Actions by designated CP Lead:

Immediate:

Follow up: