



HOLY TRINITY CE PRIMARY SAFEGUARDING POLICY

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 School

Safeguarding Policy

Safeguarding Policies

1. Child Protection
2. Safer Recruitment

Safeguarding: Child Protection

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

- To support the pupils' development in ways that will foster safe practices, confidence and independence
- To support pupils in their emotional, social, cultural, moral and spiritual growth. To make healthy choices and to assert their rights.
- 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.
- To provide systematic means of monitoring pupils known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff and to ensure that appropriate relationships are maintained.
- To develop structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that suitable checks are undertaken for all adults in the school.
- To deal with pupil and family matters in confidence

Schools are required to:

- Have a designated member of staff for child protection – to co-ordinate action within the school;
- Keep detailed and accurate records
- Have a member of staff who will act in the designated teacher's absence;
- Ensure that staff and adults working directly with pupils have had clearance from the Criminal Records Bureau; (vetting and barring Independent Safeguarding Authority – will need to register). Will follow any subsequent guidance still to be produced by the government.
- Ensure all members of staff develop their understanding of the signs and indicators of abuse;
- Ensure all members of staff know how to respond to a pupil who discloses abuse
- Ensure opportunities for training staff.

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 above.

Categories of Abuse

See appendix A for more information.

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 to any signs of possible abuse and to notify the designated teacher or Headteacher/ Deputy Headteacher

Procedures - LA's referral procedures

- Staff must immediately alert designated teacher of any suspicion of abuse.
- The designated teacher will undertake an initial investigation and then refer the matter to the police or relevant agency as appropriate.
- 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.**
- 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.

Essential Good Practice

Any Abuse

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

- 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 services as appropriate.
- Discussion/investigation must be dealt with **in confidence**. Playground /staffroom gossips must be discouraged.
- 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.
- 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.
- All written notes must be on the appropriate forms and be kept securely in the headteacher's office.

The Role of the Designated Teacher

Is to follow Lewisham Local Safeguarding Children's Board (LSCB) procedures, monitoring pupils on the Child Protection register, submitting appropriate reports and being represented at CP conferences. Lewisham has a CP register, held by social services 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:

- To have a thorough understanding of the LSCB's procedures for dealing
- with suspected child abuse, advise others and to take appropriate action.
- To be aware of all pupils in school who are at risk and be familiar with each case.
- To keep up to date on current practices and issues relating to child abuse and be able to recognise signs of abuse.
- To give support and be sympathetic to the needs of pupils and members of staff involved in suspected child abuse cases.
- To keep detailed, accurate, secure written records of referral or concerns
- To ensure that the CP record of children who have been transferred from the school are sent separately and as quickly as possible to the child's new school.
- To liaise with outside agencies, prepare reports or attend case conferences.
- To build links and establish a positive partnership with parents as appropriate.

- To develop staff awareness through induction and training.
- To ensure parents are aware of this policy
- To monitor and review the CP policy.
- To update his/her training every 2 years

The headteacher along with the appropriate governors must have a 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:

- Report any concerns about a child to the child protection lead/ pastoral team and keep relevant records
- 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 and that it cannot be misconstrued by the child
- Comply with the school E safety policy, staff should not communicate with children at the school or previous pupils on the internet
- Ensure that any cameras used to take photos belong to the school and that the school policy is followed.
- 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.
- Ensure that the school environment is safe, any concerns please write in the caretaker's book

5. Supporting Children

- 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.
- 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.
- 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.
- 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:

- Encouraging self-esteem and self assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- 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.
- 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.
- Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHCE 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.

7. Supporting Staff

- 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.
- 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.

Training

- The designated Child Protection officer is updated on training every 3 years.
- 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

Allegations Against Staff

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:

- Always maintain appropriate physical, social and emotional contact with pupils.
- Always ensure the door to a room is open when alone with a child. If possible, have another child present;

- Ensure 2 members of staff are present if undergarments are being dealt with. Pupils must be encouraged to deal with this independently, if possible.

Confidentiality

All staff have the responsibility to:

- Understand the issues of confidentiality relating to CP procedures;
- Share relevant information with other professionals (when authorised) relating to the Protection of pupils;
- 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;
- Ensure that information about pupils and their families are shared within a professional context and with the appropriate individuals;
- Ensure that CP records are securely locked in a designated central place, usually the head's office.

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.

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 CP policy in the foyer.

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.**

Child Protection Conferences/Reviews/Core Meetings

Such conferences/reviews/core meetings are usually convened by Social Services 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 social services and what plans need to be made for the future.

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

- Give a report on behalf of the school, eg, learning, behaviour, current physical and emotional state, attendance and punctuality, etc.
- Take part in discussion of any risk in relation to the pupil.
- Give an opinion on whether the pupil meets the criteria of being placed under the care of social services.
- Take part in the discussion about the protection plan and agree the school's role.

Physical Contact with Pupils

It is unnecessary and unrealistic to suggest that teachers and support staff will touch pupils only in emergencies. Appropriately touching pupils is inevitable and can give a welcome reassurance. Staff act as good role models showing safe positive touches, such as shaking hands or a congratulatory pat on the shoulders. 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, 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.

Physical Restraint of Pupils (see Restraint Policy)

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).
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.

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&RC governors' Committee)

PROTOCOL

Children not Collected From School

1. 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:

- Two members of staff will remain at the school and whilst one looks after the child the second will locate the parent/carer.
- 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.
- If this is unsuccessful then the next of kin and/or other emergency numbers will be contacted.
- If this is still unsuccessful, after 15 minutes then the calls will be repeated.
- 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.
- 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.
- 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 the venue should be agreed between CSC and the school staff.

2. Regular Reviews and Updates

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.

3. Parents who persistently fail to collect their children on time.

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

4. Child subject to a Child Protection Plan

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 3.45pm on the 'Late Book'.

PHOTOGRAPHIC AND OTHER DIGITAL IMAGES

This is a supplement to the Child Protection Policy.

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

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.

HOLY TRINITY SCHOOL'S CHILD PROTECTION OFFICERS

Name(s) of designated person(s)

Mrs Ann Howden and Mr Joseph Bell

Name of designated Governor(s)

Mrs Carolyn Buckeridge

Safeguarding: Safer Recruitment

Aims

- To be consistent and transparent in the process of recruiting staff
- To establish and maintain staffing levels to ensure stability and high standards of teaching and learning
- 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.

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.

Recruitment Need

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

- Current roll size and projected roll size
- School Improvement Plan (SIP), School Self Evaluation Form (SEF) or OFSTED key issues
- Staffing structure
- 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 exists. The Chair/head will keep the Full Governing Body (FGB) informed of all appointments made.

Job Description (JD) and Person Specification (PS)

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.

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, TESonline, Jobs Go Public, Teachers4London, etc External local/regional/national papers

Recruitment Pack

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

- Letter from the head/online info
- Job description
- Salary range
- Person specification
- Application form Southwark Diocesan Board of Education (SDBE)
- *Safeguarding policy*
- *Equalities policy*
- (Information about the school) Welcome/Induction
- Information about the process that will be followed at the interview

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

- Dates for the selection process
- The selection process
- Details for the advertisement
- The job description as appropriate
- The selection criteria as appropriate

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 or Senior Admin Officer (SAO).

Short listing and Interview

The head takes a lead on all staffing appointments outside the 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 and a minimum of 1 governor. Where the appointment of the head is to undertaken, at least two governors should be on the panel.

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, personal statement must be carefully checked to ensure:

- full employment history is recorded and that any gaps are identified;
- references are provided. Note references may be sought prior to an interview or an offer being made;
- qualifications are established;
- identity check is undertaken;
- full disclosure – unspent and spent convictions;
- permission to work in the UK is in place;
- 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.

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.

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:

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

The interview will follow a set agenda:

- core questions
- targeted questions to explore aspects not fully covered in the application
- questions of good practice
- 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':

- motivation for working with children;
- ability to form and maintain appropriate relationships and personal boundaries with pupils;
- emotional resilience in working with challenging behaviour;
- 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.

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.

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. Note 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, an enhanced Criminal Records Bureau (CRB) and Prevention of Children's Abuse List 99/ 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.

Newly Qualified Teachers (NQTs)

All NQTs appointed is 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)*.

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

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 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 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.

Volunteers/Work Experience Students

All volunteers and students must ensure they have appropriate CRB checks as stated in current legislation before they will be allowed to have unsupervised access to pupils. Original CRB forms must be presented to Holy Trinity's School office before commencing their time with the school.

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.

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	
Reviewed	June 2015
Next Review	June 2016

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

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and supersedes all previous policies relating to this area.

Signed (Chair of Governor)

DEFINITIONS OF CHILD ABUSE AND NEGLECT

Whenever a concern is raised that a child may be being harmed in one or more of the following ways:

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 or carer fabricates the symptoms of or deliberately induces illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed 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. It may involve seeing or hearing the ill-treatment of another. It may involve 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, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

provide adequate food clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers), ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.



Appendix 2

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.