



TRINITY  
S C H O O L

## Safeguarding and Child Protection Policy and Procedures (2020)

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## **1. ROLE OF THE WHITGIFT FOUNDATION AS PROPRIETOR**

As proprietor and governing body, The Whitgift Foundation fully undertakes and recognises its statutory and regulatory duties relating to each of the three Foundation schools: Trinity School of John Whitgift, Old Palace of John Whitgift School, and Whitgift School. The Foundation has extensive statutory and regulatory duties beyond those relating to its three schools in the form of care homes and other significant commercial interests.

Therefore, to support the Court of Governors of the Whitgift Foundation (the 'Court') in fulfilling the Foundation's statutory and regulatory responsibilities, each of the three Foundation schools has its own School Governing Committee, of which at least four members are Court Governors, including the Chairman. The Head of each school reports directly to the Chairman of the School Committee and it is the School Committee that has direct oversight of the School and its performance.

Each of the three school committees, supported by sub-committees, are charged (without the Foundation delegating its responsibilities) to review in detail and monitor all statutory and regulatory requirements and report back to the Court, which meets four times a year, via the Chairman of the School Committee and the submission of School Committee minutes, so that the Court can consider and oversee any matters arising and deal with them as appropriate.

A Court Governor will be appointed to take lead responsibility for safeguarding arrangements on behalf of The Whitgift Foundation and this appointment will be reviewed annually by the Court.

## **2. INTRODUCTION**

Trinity School (hereafter referred to as the 'School'), the Trinity School Committee and the Whitgift Foundation fully recognise their moral and statutory responsibility to safeguard and promote the welfare of all children. The School and its Governors (that is, members of the School Committee comprising the School's governing body) are wholly committed to providing a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and have in place procedures to ensure that children receive effective support, protection and justice as required. In all its dealings, the Whitgift Foundation, the Trinity School Committee and staff of the School are committed to considering at all times what is in the best interest of the pupils of the School.

The Senior Leadership of the School recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and will provide opportunities for staff to contribute to, and shape, safeguarding arrangements and child protection policy.

The Whitgift Foundation and the Trinity School Committee take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The responsibility is placed on the proprietor under section 157 of the Education Act 2002 and The Education (Independent Schools Standards) (England) Regulations 2014. Where there are statutory

requirements, the School must and will have in place policies and procedures that satisfy and comply with any guidance issued by the Secretary of State.

**While this policy seeks to explain and accurately articulate the School's approach to safeguarding, it is essential that anyone who teaches, coaches or supervises Trinity School pupils understands that they are able to make a direct referral to external safeguarding authorities at any time should they feel concerned about the welfare of a pupil. See section 5.1 and Appendix B for procedures.**

Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean:

"All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies"

Safeguarding encompasses issues such as pupil health and safety and bullying, about which there are specific statutory requirements and a range of other issues, e.g. arrangements for meeting the medical needs of children with medical conditions, providing first aid, school security and drug and alcohol misuse. Other safeguarding issues include child sexual exploitation and pupils who run away, go missing or fail to attend lessons as expected.

Safeguarding and Promoting the Welfare of Children is:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health and development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

The School's 'Safeguarding and Child Protection Policy and Procedures' will be reviewed annually by the Trinity School Committee, unless an incident or new legislation or guidance suggests the need for an earlier date of review. The reviewed policy will be presented to the Court of the Foundation for approval.

Record keeping: the School will maintain written records of concerns, discussions and decisions made, and the reasons for those decisions, about children (noting the date, event and action taken), even when there is no need to refer the matter to children's services, the police or other agencies.

Key documents which inform this policy are:

- Keeping Children Safe in Education (KCSIE) (September 2020)
- Working Together to Safeguard Children (July 2018)
- The Prevent Duty (2015)

### 3. THE PRINCIPLES AND AIM OF THIS POLICY:

#### Principles

The School and its Governors are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment so as to create an open environment where staff and pupils feel able to raise concerns, and where concerns will be listened to with a readiness to involve support services and other agencies as necessary:

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties;
- All staff, including the Headmaster, are responsible for safeguarding the welfare of children as part of their professional duties;
- All staff have an equal responsibility to act, in accordance with this policy and procedures and KCSIE, on any suspicion, concern or disclosure that may suggest a child is in need of support services or is at risk of significant harm; the full version of KCSIE is available to all staff via the Staff Handbook;

A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible.

The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance and in accordance with the School's Safer Recruitment policy.

All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance and statutory guidance in doing so.

The School will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who are suffering significant harm or who may suffer significant harm without appropriate intervention. The School will work with the Croydon Safeguarding Children Partnership, the police, health and other services to promote the welfare of children and to protect them from harm.

Where requested to do so, the School will allow access for children's social care from the Local Authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. In addition, the School will comply with any request to supply information to the Local Safeguarding Children's Partnership that it requires in order for it to perform its functions.

The School recognises the need to differentiate between safeguarding children who have suffered or who are likely to suffer harm and those in need of additional support from one or more agencies. The former is recognised as needing to be referred to social services **immediately**

and the latter should lead to inter-agency assessment using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team Around the Child' approaches.

If a crime has been committed, the School will ensure that the police are contacted immediately (within 24 hours or one working day). This contact would be made prior to any discussion of the incident with parents and pupils.

**While decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, their consent is not required to make a referral if there are reasonable grounds to believe that a child is at risk of significant harm.**

**Aims:**

As stated in the introduction, the School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. As such, the School aims:

- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children, known or thought to be at risk of harm.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To ensure that key concepts of Child Protection are integrated within the curriculum via PSHE.
- To develop effective working relationships with all other agencies, involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

#### 4. KEY PERSONNEL

The School has both a Designated Safeguarding Lead and three Deputy Designated Safeguarding Leads.

Designated Safeguarding Lead (DSL): Sara Ward  
*Role in school: Pastoral Deputy Head* 0208 656 9541  
07540 691 099  
[safeguarding@trinity.croydon.sch.uk](mailto:safeguarding@trinity.croydon.sch.uk)  
[slw@trinity.croydon.sch.uk](mailto:slw@trinity.croydon.sch.uk)

Deputy Designated Safeguarding Leads (DDSL):  
Rebecca Petty Sam Powell Antonia Geldeard  
0208 656 9541 0208 656 9541 0208 656 9541  
[rp@trinity.croydon.sch.uk](mailto:rp@trinity.croydon.sch.uk) [sxp@trinity.croydon.sch.uk](mailto:sxp@trinity.croydon.sch.uk) [azg@trinity.croydon.sch.uk](mailto:azg@trinity.croydon.sch.uk)

References in this policy to the Designated Safeguarding Lead should be assumed to apply equally to the Deputy Designated Safeguarding Leads.

Headmaster: Alasdair Kennedy  
0208 656 9541  
[hmsec@trinity.croydon.sch.uk](mailto:hmsec@trinity.croydon.sch.uk)

Chair of Trinity School Committee:  
(Member of the Whitgift Court of Governors) Mr David Seymour  
[seymourdavid1@yahoo.co.uk](mailto:seymourdavid1@yahoo.co.uk)

Chair of the Whitgift Foundation: Chris Houlding  
0208 680 8499

Child Protection Governor for the School: David Seymour  
[seymourdavid1@yahoo.co.uk](mailto:seymourdavid1@yahoo.co.uk)

Local Authority Designated Officer (LADO): Senior LADO: Steven Hall  
LADO: Jane Parr  
Business Support Officer: Karen Anns  
Direct line: 020 8255 2889  
[lado@croydon.gov.uk](mailto:lado@croydon.gov.uk)

In Croydon, child protection referrals should be made to the 'Single Point of Contact, which is made up of the 'Multi-Agency Safeguarding Hub' (MASH) and 'Early Help' Professionals' consultation line **Tel: 0208 726 6464** Out of Hours **Tel: 0208 726 6400**

Referrals for pupils living outside the borough of Croydon will be made directly to the safeguarding team of the appropriate local authority.

Reports of concerns under the Prevent duty should be made to [safercroydon@croydon.gov.uk](mailto:safercroydon@croydon.gov.uk).

## 5. CHILD PROTECTION PROCEDURES:

The School's procedures for safeguarding children are in line with the Croydon LA and 'Croydon Safeguarding Children Partnership' child protection procedures. This means we will ensure that:

- We have a designated senior member of staff (Designated Safeguarding Lead) for child protection, who is a member of the School's Senior Leadership Team, who has undertaken appropriate training including local safeguarding thresholds and referral processes, online safety and the Prevent Duty.
- We have other members of staff who will act in the Designated Safeguarding Lead's absence (Deputy Designated Safeguarding Leads), who have also received the multi-agency training.
- The DSL and DDSs will receive appropriate training, as recommended by the Croydon Safeguarding Children Partnership.
- All members of staff will receive appropriate training:
  - to develop their understanding of the signs and indicators of abuse
  - how to respond to a pupil who discloses abuse
  - about the procedure to be followed in sharing a concern of possible abuse or a disclosure of abuse
- Parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the School's 'Safeguarding and Child Protection Policy and Procedures' on the School website.
- All staff new to our school will be made aware of the School's policy and procedures, the name and contact details of the Designated Safeguarding Lead/Deputy Designated Safeguarding Leads as part of their induction into the school.
- All Trinity staff will provide written confirmation that they have read and understood the Part 1 and Annex A of Keeping Children Safe in Education (2020), the School's Safeguarding and Child Protection Policy, Behaviour and Sanctions Policy, Staff Code of Conduct, Missing Pupil and Whistleblowing Policies.
- We will always communicate readily with the Croydon Safeguarding Children Partnership (and other safeguarding authorities where appropriate) whenever an allegation or disclosure is made.
- Our safeguarding procedures will be reviewed and updated annually.

### 5.1 WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD:

All staff should be aware of indicators of abuse or neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse or neglect are described in Appendix A.

Where staff see in children signs which cause them concern, they should speak to the DSL or Deputy. It is not their role to carry out an investigation. The member of staff should make a written note of the concern, recording the date, concern and action taken and pass it to the

Designated Safeguarding Lead for filing. All child protection records will be filed securely and separately from the main pupil files.

If a member of staff is concerned that a pupil may be suffering significant harm or is at risk of significant harm, the matter should be referred to the DSL, or deputy in the DSL's absence, as soon as possible.

If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care **immediately**, or in an emergency, dial 999 and request the appropriate emergency service. Anyone can make such a referral and the police must be contacted if there is reason to believe that a crime has been committed.

See Appendix B for a flow chart illustrating actions to be taken when there are concerns about a child.

In Croydon, child protection referrals should be made to the 'Single Point of Contact, which is made up of the 'Multi-Agency Safeguarding Hub' (MASH) and 'Early Help'

Professionals' consultation line **Tel: 0208 726 6464** Out of Hours **Tel: 0208 726 6400**

Many Trinity pupils live in boroughs other than Croydon. Referrals must be made to the Safeguarding Children's Partnership in the borough where they are resident. The Designated Safeguarding Lead can advise further if required.

Reports of concerns under the Prevent duty should be made to [safercroydon@croydon.gov.uk](mailto:safercroydon@croydon.gov.uk).

## 5.2 WHAT TO DO IF A CHILD DISCLOSES INFORMATION TO YOU:

It takes a lot of courage for a child to disclose that they are being neglected and / or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets or promise confidentiality. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

If a child volunteers information about abuse to a member of staff, it may sometimes be done obliquely rather than directly. An abused child is likely to be under severe emotional stress and the staff member may be the only adult whom the child is prepared to trust. When information is offered in confidence, the member of staff will need to explain with sensitivity, whilst retaining the child's trust, that action may be required, that other adults will need to be informed and that complete confidentiality cannot be honoured. Staff need to be aware that the most important aspect of their response to a child is willingness to listen and to take seriously what the child is saying, without asking questions or making any assumptions (e.g. about who has abused the

child) which could later be interpreted as leading the child if criminal proceedings were to follow. The child should tell the full story of what has happened only once. The member of staff should as soon as possible (certainly within 24 hours) make a written note of the discussion, recording date, place and names of any else present, and using the words of the child where they are remembered. In any criminal proceedings these notes would be potentially disclosable to both the prosecution and defence lawyers.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over-react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what the child’s mother thinks about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- Seek support if you feel distressed.
- Consider whether the action required of you constitutes ‘Whistleblowing’ (see Whistleblowing Policy for further information)

### **5.3 CONFIDENTIALITY**

- The School recognises that all matters relating to child protection are confidential.
- The Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.
- All staff are aware that they cannot promise a child to keep secrets which might compromise the child’s safety or well-being or that of another.
- School staff will always undertake to share our intention to refer a child to social services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

- Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, which can be found via this link: (<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.
- See also Section 23 on Data Protection which gives further guidance about sharing or withholding personal information in relation to safeguarding concerns.

#### **5.4 EARLY HELP**

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can prevent further problems arising and/or escalating in the future.

Staff at the School are aware of the importance of being alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education health and care plan);
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Staff are aware of the benefits of early help to a pupil who may be experiencing difficulty, and understand their role in identifying emerging problems, liaising with members of the pastoral team and sharing concerns with the Designated Safeguarding Lead.

Please see Appendix D for details about the School's named Early Help Advisor.

## **6. SAFEGUARDING ISSUES: WHAT STAFF SHOULD LOOK OUT FOR**

### **6.1 SAFEGUARDING ISSUES AND CONTEXTUAL SAFEGUARDING**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

## **6.2 ABUSE AND NEGLECT**

Detailed information on specific forms of abuse and indicators of abuse is outlined in Annex A of Keeping Children Safe in Education 2020 which all members of staff (including supply staff and volunteers) must read. Information about indicators of abuse and neglect can be found in appendix A of this policy.

## **6.3 PEER ON PEER ABUSE**

See Section 7 on response to allegations of abuse

## **6.4 SERIOUS VIOLENCE**

All staff should be aware of indicators that may signal that children are at risk from or involved in serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these.

## **6.5 FEMALE GENITAL MUTILATION AND OTHER FORMS OF ‘HONOUR-BASED VIOLENCE’**

*All staff should speak to the DSL or Deputy with regard to concerns about FGM. For teachers, there is a specific duty to report this concern to the police.*

‘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 should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.**

Victims of FGM are likely to come from a community that is known to practise FGM – see Section 2.5 of the document hyperlinked below for the nationalities that traditionally practise FGM. Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

Further detailed guidance can be found here:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

### **Mandatory Reporting:**

All staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, becomes aware of, or has reason to suspect that, female genital mutilation has been carried out on a girl under that age of 18, they must report

their concern immediately to the police and, thereafter and unless there is a good reason not to do so, to the Designated Safeguarding Lead. If the DSL is unavailable, or if the person reporting their suspicion feels unable to approach the DSL, the report will be made to the Deputy Designated Safeguarding Lead and, if she is unavailable, the most senior member of staff will be alerted.

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, along with social workers and healthcare professionals, to 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 teachers should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

## **6.6 SEXTING / YOUTH PRODUCED SEXUAL IMAGERY**

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as ‘youth produced sexual imagery’. ‘Sexting’ does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

When an incident involving youth produced sexual imagery comes to the attention of a member of staff:

- The incident should be referred to the DSL as soon as possible
- The DSL will hold an initial review meeting with appropriate school staff to establish whether there is an immediate risk to the young person or young people, whether a referral should be made to the police and / or children’s social care. The YPSI Risk Assessment Form should be used to help this decision-making process. An immediate referral to police and / or children’s social care will be made if:
  1. The incident involves an adult
  2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent
  3. What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
  4. The imagery involves sexual acts and any pupil in the imagery is under 13
  5. A pupil is at risk of harm owing to the sharing of the imagery (eg the pupil is suicidal or self-harming)
- If police / children’s social care are not involved, there will be subsequent interviews with the young people involved (if appropriate), and the DSL / DDSL will complete a risk assessment in relation to the incident.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.
- Decisions will be based on consideration of the best interests of the young people involved, and take into account proportionality as well as the welfare and protection of young people. The decisions and reasons for them will be recorded, and reviewed throughout the process.

The school will follow the procedures laid out in ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## **6.7 CHILD SEXUAL EXPLOITATION AND CHILD CRIMINAL EXPLOITATION**

Both CSE and CCE are forms of abuse and both occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and / or takes place online. More information and definitions are included in Annex A of Keeping Children Safe in Education 2020.

## **6.8 MENTAL HEALTH**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child, they should inform the relevant Head of Year. If there is a mental health concern that is also a safeguarding concern, they should immediately speak to the designated safeguarding lead or a deputy.

## **6.9 OTHER SAFEGUARDING CONCERNS**

As outlined in Annex A of KCSIE (2020):

Children and the court system, children missing from education, children with family members in prison, child sexual exploitation, child criminal exploitation (county lines), domestic abuse, homelessness, preventing radicalisation (see also section 21 of this policy), sexual violence and sexual harassment between children, ‘upskirting’.

## **7. CHILDREN POTENTIALLY AT GREATER RISK OF HARM**

### **7.1 CHILDREN WITH A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION PLANS)**

When a child is allocated a social worker, the Local Authority should inform the school about this. The Safeguarding Lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

This will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **7.2 CHILDREN REQUIRING MENTAL HEALTH SUPPORT**

The School has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems, as outlined in the School's *Mental Health Policy*.

### **7.3 LOOKED AFTER CHILDREN**

The School is aware of its moral and statutory obligation to support Looked After Children, and that previously looked after children potentially remain vulnerable. As for all our pupils, the School is committed to helping every Looked After Child (LAC) to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. The Designated Safeguarding Lead has specific responsibility for overseeing the welfare and progress of any Looked After Child attending Trinity School. Prompt action and effective liaison with other agencies is essential to safeguard these children, who are a particularly vulnerable group. *(See 'Policy for the Education of Looked After Children' for further details)*

## **8. RESPONSE TO ALLEGATIONS**

### **8.1 ALLEGATIONS AGAINST STAFF AND VOLUNTEERS WORKING AT THE SCHOOL:**

If a child or his/her parent discloses to a member of staff information about abuse by another member of staff (including supply staff and volunteers), the person receiving the information should immediately pass it to the Headmaster. If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation should immediately contact the Chair of Governors, without informing the Headmaster. The Chair will then consult the LADO without notifying the Headmaster first.

This also applies to the management of cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college, specifically allegations that indicate a person has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children (eg involvement in domestic abuse, even if the incident did not involve a child)

The Headmaster on all such occasions will immediately (or, at the latest, within 24 hours of the allegation being made), discuss the content of the allegation with the DSL (or Deputy DSL if the DSL is the subject of the allegation) and the LADO. If the Headmaster/ senior teacher believes that a crime has been committed, the police will be contacted immediately. No investigation will be undertaken by any member of the School without prior consultation with the LADO or police. This is to ensure that statutory investigations are not jeopardised. In borderline cases, informal discussions will be held with the LADO, with neither the name of the School nor the individual concerned being mentioned. If any investigations are to be carried out subsequent to that discussion, they will be conducted on the basis of the advice received by the LADO/ police.

Teachers are particularly vulnerable to accusations of abuse but even though such allegations may be false, malicious or misplaced, reporting in line with the pathways laid out above must be immediate and the informant assured of that. The member of staff against whom the allegation has been made will not be informed of the allegation until after the LADO has been consulted.

All aspects of the response to an allegation against a member of staff (including supply staff and volunteers), including reporting, investigating, decision-making, confidentiality, record-keeping and support for those involved will be undertaken in line with the guidance published in Keeping Children Safe in Education 2020 and with reference to the harms test (see below).

Colleagues should take steps to minimise the impact of an unfounded allegation through following this advice:

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff should be aware of the School's Behaviour and Sanctions Policy and the Staff Code of Conduct.

The Headmaster will report to the Disclosure and Barring Service (DBS) any person whose services are no longer used because he or she is considered unsuitable to work with children as soon as possible. The Headmaster shall also report, within one month, any cases of teachers leaving the school because he or she is considered unsuitable to work with children to the Teacher Regulation Agency. The Headmaster will also inform the Teacher Regulation Agency if a prohibition order may be appropriate in relation to the member of staff who has left the School.

The duty to refer to the DBS relates to anyone who has harmed or poses a risk of harm to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual. Guidance is available here: <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>
- The individual has received a caution or conviction for a relevant offence, or there is a reason to believe that the individual has committed a listed relevant offence
- The individual has been removed from working (paid or unpaid) in a regulated activity, or would have been removed had they not left.

(See 'Whistleblowing policy' for further information about raising concerns relating to school staff).

It is a legal duty to take action when there is a safeguarding concern or allegation about a member of staff who may pose a risk of harm to children and failure to refer when the criteria are met is a criminal offence.

## **8.2 ALLEGATIONS MADE AGAINST FELLOW PUPILS (PEER ON PEER ABUSE):**

The School recognises that children are capable of abusing their peers and that peer on peer abuse can manifest itself in many ways most likely to include, but not limited to:

- Bullying (including cyberbullying)
- Physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm)
- Sexual violence, such as rape, assault by penetration and sexual assault\*
- Sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse)\*
- 'Upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause the victim humiliation, distress or alarm
- Sexting (also known as Youth Produced Sexual Imagery)
- Initiation and hazing type violence and rituals.

*\*see Allegations of Sexual Violence and Sexual Harassment between Pupils policy*

Procedures for recording, investigating and dealing with peer on peer abuse can be found in the Anti-bullying Policy and the 'Allegations of Sexual Violence and Sexual Harassment between Pupils' policy.

Staff and Governors will not tolerate any form of abuse at the School and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. The School recognises the gendered nature of peer on peer abuse (ie that it is more likely that girls will be victims and boys perpetrators) but that all peer on peer abuse is unacceptable and will be taken seriously.

Any allegations of abuse made by one or more pupils against another pupil must be reported to the Designated Safeguarding Lead, who will take necessary measures to safeguard the pupil and will refer the matter immediately to the Headmaster or most senior teacher present.

It is the School's assumption that, in the event of serious allegations being made of pupil on pupil abuse, all children involved (whether perpetrator or victim) are at risk and the Headmaster will refer the matter to the Safeguarding Children's Partnership in the borough(s) where the pupil(s) are resident immediately or, at the latest, within 24 hours.

### **8.2.1 Procedures to minimise the risk of peer on peer abuse**

Creating an appropriate culture within the School:

- The School uses a variety of methods e.g. PSHE lessons, whole-school and year-group assemblies to foster a culture in which all members of its community treat one another with courtesy, kindness and respect.

- All staff receive safeguarding training and are required to confirm that they have read, understand and are able to implement the School's Safeguarding and Child Protection Policy.
- All staff are also required to confirm that they have read and understood Part One and Annex A of the most recent version of Keeping Children Safe in Education

Examples of practical steps taken to minimise the risk of peer on peer abuse:

- Pupils are supervised by prefects and members of staff during the day
- Unless involved in formal after-school activities, pupils are not allowed to stay on the school site once the school day has ended.
- Classrooms have windows in doors to ensure that anyone passing a room can see into it
- Pupils are encouraged to share any concerns they have about their safety and wellbeing with friends, their tutor, a trusted member of staff or the Designated/ Deputy Designated Safeguarding Lead. Posters emphasising this are located in all Form rooms.
- Any and all forms of bullying are dealt with swiftly and firmly by staff and pupils are encouraged to share information about bullying with a member of staff.
- No form of initiation is tolerated
- Staff recognise the vulnerability of pupils with SEND

(See Anti-bullying Policy, Supervision of Pupils: Guidance for Staff, Behaviour and Sanctions policy and Allegations of Sexual Violence and Sexual Harassment between Pupils policy for further information.

#### 8.2.2 How victims of peer on peer abuse will be supported

- Members of the School's pastoral team (tutors, Heads of Year and Heads of Section) are always available to meet with pupils to discuss any challenges or difficulties pupils may be experiencing
- The School's pastoral team share concerns about pupils as required. This ensures that staff are aware of pupils who have experienced, or are experiencing, difficulties and able to support them appropriately.
- The School Nurse, School Counsellor and a Clinical Psychologist are available to see pupils who are experiencing difficulties
- The School will cooperate fully with external agencies e.g. children's services, the police and CAMHS in ensuring that any pupil who has suffered peer on peer abuse receives the support they need.
- A detailed explanation of the school's response to sexual violence and sexual harassment is outlined in the 'Allegations of Sexual Violence and Sexual Harassment between Pupils' policy

## 9. TRAINING

- All staff, are required to read Part One of KCSIE, together with Annex A, at the start of every academic year and at any other time that there is a re-issue. Staff are required to sign a document stating that they have read and understood both Part One and Annex A of KCSIE and the School's Safeguarding and Child Protection Policy. The DSL is responsible for ensuring this happens, and the document is kept by the Deputy Headmaster.
- All staff, including temporary staff and volunteers, will be provided with induction training that includes:
  - A full examination of the School's Safeguarding and Child Protection Policy
  - Full consideration of the School's Staff Code of Conduct which will also include the whistleblowing procedure

- Identifying and explaining the roles of both the Designated and Deputy Designated Safeguarding Leads
- Being provided with a copy of
  - This policy
  - The Staff Code of Conduct
  - A copy of KCSIE Part 1 and Annex A
  - The Whistleblowing Policy
  - The Behaviour and Sanctions Policy
  - The Staff Acceptable Use Policy
- All staff are required to attend appropriate safeguarding and child protection training, at a frequency and covering content as required by the local authority, on appointment and subsequent refresher INSET at regular intervals, in accordance with Local Safeguarding Children Partnership guidance.
- All staff will receive online-safety and Prevent Duty training on an annual basis
- Formal INSET for staff and two yearly training for the Designated and Deputy Designated Safeguarding Leads will be supplemented with at least annual informal updates (e.g. by email and staff meeting) as required.
- The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will attend appropriate training provided by the Croydon Safeguarding Children Partnership in order to keep up to date with current knowledge in fulfilling their role. This includes training related to the governments' Prevent strategy.
- The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead must attend the training provided specifically for Designated Safeguarding Leads (designated persons), which includes training on inter-agency working, at least once every two years, with at least annual updates.
- The Designated Safeguarding Lead must ensure that all staff, including the Head, receive regular safeguarding training.
- The Headmaster must undergo the required child protection training and any additional training deemed necessary in order to understand safer recruitment procedures and processes, be able to apply them as a member of an appointment panel and to deal with allegations made against members of staff and volunteers. All appointment panels will always include someone who has undertaken safer recruitment training.
- The Governor designated to oversee the School's Safeguarding and Child Protection Policy and the effective implementation of safeguarding practice will also receive appropriate safeguarding training.

## **10. ROLES AND RESPONSIBILITIES IN MANAGING SAFEGUARDING AND CHILD PROTECTION:**

### **10.1 ALL STAFF:**

All staff, which includes the Headmaster, teaching and support staff, including temporary staff and all volunteers, have a statutory responsibility to:

- Provide a safe environment in which children can learn;
- Be prepared to identify children who may benefit from early help, know the factors that increase vulnerability as set out in Part 1 of Keeping Children Safe in Education, and be aware of the local process for early help and their role in it;

- Be aware of systems, policies and procedures within the School which support safeguarding:
  - The Child Protection Policy
  - The Behaviour Policy
  - The Staff Code of Conduct
  - The Safeguarding Response to Children who go missing from education
  - The role and identity of the Safeguarding Lead and deputies;
- Be aware of the referral processes in relation to child welfare concerns, as set out in Part 1 of Keeping Children Safe in Education, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm), along with the role they might be expected to play in such assessments;
- Be aware that safeguarding issues can manifest themselves via peer on peer abuse, which is more likely to include, but may not be limited to: bullying, physical abuse, sexual violence, sexual harassment, sexting / youth produced sexual imagery, initiation / hazing rituals.
- Know what to do if a child tells them he/she is being abused or neglected and know how to manage the requirement to manage an appropriate level of confidentiality;
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help or protection
- Work with the DSL and, if required, to support social workers to take decisions about individual children.
- Be aware that concerns relating to female genital mutilation should be reported to the Designated Safeguarding Lead (or Deputy), and that there is a specific legal duty on teachers to inform the police about any concerns about female genital mutilation.
- Refer safeguarding concerns or allegations made about other members of staff, including supply staff and volunteers, to the Headmaster, and concerns/allegations about the Headmaster to the Chair of Governors
- Raise concerns about poor or unsafe practice, and potential failures in the school's safeguarding regime with the Senior Management Team, and if concerns persist, through other whistleblowing channels.
- Make a direct referral to the relevant Safeguarding Children Partnership or the police immediately if, at any point, there is a risk of immediate serious harm to a child.

## **10.2 THE HEADMASTER:**

- Ensure that the safeguarding and child protection policy and procedures adopted by the Governing Body are implemented and followed by all staff;

- Allocate sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensure that an environment exists with the School in which all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children is dealt with in accordance with the Whitgift Foundation's whistle blowing procedures;
- Ensure that children's safety and welfare is addressed through the curriculum.

### **10.3 DESIGNATED SAFEGUARDING LEAD:**

The broad areas of responsibility for the School's Designated Safeguarding Lead, as per Appendix B of Keeping Children Safe in Education 2020, are described below. The Trinity School Designated Safeguarding Lead Job Description appears in Appendix C of this policy, providing further details about the way in which these responsibilities are met at Trinity School.

The Designated Safeguarding Lead is a member of the Senior Leadership Team and takes lead responsibility for child protection. The Designated Safeguarding Lead has the status and authority within the School to carry out the duties of the post and is authorised to commit resources and support and direct staff as appropriate.

This person should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and / or to support other staff to do so – and so to contribute towards the assessment of children.

#### **Manage referrals**

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Follow local arrangements for multi-agency safeguarding
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required;
- Refer cases where a crime may have been committed to the Police as required (with due regard to National Police Chief's Council guidance)

#### **Work with Others**

The designated safeguarding lead is expected to:

- Liaise with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- As required, liaise with the “case manager” and the (local authority) designated officer(s) for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff
- Take the lead in early help, liaising with other agencies and setting up an inter-agency assessment as appropriate.
- Work under the new safeguarding partners arrangements, with the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) as required, including on child death review partner arrangements.
- Ensure that when children leave the school, that their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit and securing confirmation of receipt.
- Consider whether it is appropriate to share any information with a new school or college in advance of a child leaving.

### Training

The Designated Safeguarding Lead and Deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The Designated Safeguarding Lead will undertake Prevent awareness training.

In addition, the Designated Safeguarding Lead and Deputies will, at regular intervals, as required but at least annually, refresh their knowledge and skills (eg via e-bulletins, meeting other safeguarding leads or by taking time to read and digest safeguarding developments) so as to keep up with any developments relevant to their role in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the School’s child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## Raising Awareness

The Designated Safeguarding Lead shall

- ensure that the School's child protection policies are known, understood and used appropriately;
- ensure the School's Safeguarding and Child Protection is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Governors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## Child Protection File

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have support in place for when the child arrives.

## Availability

The Designated Safeguarding Lead or Deputies are available to discuss matters of concern with pupils, staff and parents throughout the school day. In the event of an emergency or out of hours enquiry, the DSL can be reached by phoning the mobile number provided in section 4 of this document.

### **10.4 DEPUTY DESIGNATED SAFEGUARDING LEADS:**

The DDSLs have been trained to the same level as the Designated Safeguarding Lead. In the absence of the DSL, the functions of the DSL will be carried out by one of the DDSLs. However, the ultimate lead responsibility for child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.

In this policy, reference to the DSL includes the deputy DSL where the DSL is unavailable.

### **10.5 GOVERNORS:**

Governors of both the School and the Court recognise their overall responsibility to ensure compliance with child protection statutory requirements. Governors take seriously their responsibility of duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. The reporting of safeguarding practice at the School enables Governors to ensure compliance with current legislation and to identify areas for improvement. Governors recognise that close liaison with the local authorities is also vital in order that appropriate support and training can be given.

Governors will ensure that:

- Child Protection policy and procedures are in accordance with the Croydon Safeguarding Children Partnership guidance;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff, including supply staff, and volunteers who work with children;
- Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.
- It undertakes an annual review of the school's child protection policy and procedures and of the efficiency and effectiveness with which the related duties have been discharged. The review may be conducted in the first instance by the Welfare sub-committee but the annual approval of the policy is given by a full meeting of the governing body.
- The school has procedures for dealing with allegations of abuse against staff, including supply staff, and volunteers that comply with agreed Croydon Safeguarding Children Partnership's procedures.
- Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.
- The Chair of the Trinity School Committee is responsible for liaising with the local Authority Allegations manager/ lead officer for Child Protection in the event of allegations of abuse being made against the Headmaster.

## **11. SUPPORTING STAFF**

- The School recognises 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.
- The School will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support, if required.

## **12. HOMESTAY ARRANGEMENTS DURING EXCHANGE VISITS**

### **12.1 SUITABILITY OF ADULTS IN UK HOST FAMILIES**

When arranging a homestay, the school will consider the suitability of the adults in the families who will be responsible for the visiting child during the stay. Where the school has arranged for a visiting child to be provided with care and accommodation in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay, and where the school has the power to terminate such a homestay, the school is the

regulated activity provider. Therefore, the school will obtain a DBS enhanced certificate with barred list information in order to establish whether the adults are barred from engaging in regulated activity relating to children and to consider in cases where criminal record information is disclosed, alongside other intelligence obtained, whether the adult will be a suitable host for a child. The school will also consider whether it is necessary to obtain a DBS enhanced certificate in respect of others aged 16 and over in the household where the child will be staying.

## **12.2 SUITABILITY OF ADULTS IN HOST FAMILIES ABROAD**

It is not possible for the School to obtain criminality information from the DBS about adults who provide homestays abroad. The School will liaise with partner schools abroad, to establish a shared understanding of, and agreement to, the arrangements put in place for the visit. Professional judgement will be used to decide whether the arrangements are appropriate and sufficient to safeguard effectively every child who is taking part in the exchange. The risk assessment for each homestay trip will outline the measures agreed to safeguard Trinity pupils (eg daily contact with school staff, emergency contact phone numbers so pupils know who to contact should a situation arise that makes them feel uncomfortable or unsafe). Parents will be made aware of the agreed arrangements. The School will consider whether it is necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestays outside of the UK.

## **13. ONLINE SAFETY**

- The use of technology has become a significant component of many safeguarding issues e.g. child sexual exploitation, radicalisation and sexual predation. Technology often provides the platform that facilitates harm and the School is aware that there are three areas of risk associated with online safety:
  - content: being exposed to illegal, inappropriate or harmful material
  - contact: being subjected to harmful online interaction with other users
  - conduct: personal online behaviour that increases the likelihood of, or causes, harm
- The School acknowledges that our pupils will use mobile devices and computers and recognises that they are important tools for communication and education as well as for recreation and socialising. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails (cyber-bullying), to enticing children to engage in harmful conversations, webcam photography or face-to-face meetings.
- The School seeks to protect and educate the whole school community in their use of technology and has in place filters and monitoring systems to identify, intervene and escalate any incident where appropriate. The School proactively monitors and filters online activity by using two commercial products: 'Smoothwall' and Cisco. Both of those products block staff and pupil access to inappropriate sites e.g. gambling and pornography and provide reports of any attempts by pupils and/or staff to access inappropriate sites. The list of sites blocked by these filters are routinely updated by the service providers.
- The School's Code of Conduct and ICT Acceptable Use Policy explains the responsibilities of staff in relation to keeping children safe while online (whether in school or not) and educates both staff and pupils in online-safety.
- Pupils receive guidance on the safe use of the web (including anti-bullying) through the Computing and Personal Development curricula and in year group assemblies. The School is committed to ensuring that its pupils are aware of the dangers associated with

the use of online technology so that they are equipped with the necessary skills to stay safe at all times, whether at school or not.

- The School recognises that 3G and 4G technology enable pupils to access the internet while not connected to the School's local area of wireless network and takes the following measures to enhance the online safety of pupils:
  - Pupils in the Sixth Form may have mobile phones with them at school, but these must be switched off during lessons and other activities
  - Boys in the Lower School and Middle School are required to keep their mobile telephones in their lockers during the day (including break and lunch) and must have permission from a member of staff before using them. Use will only be granted for vital calls e.g. to parents.
- Cyber-bullying by children, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying Policy and procedures.

*(See 'Online Safety Policy' and 'Staff, Pupil and Visitor Acceptable Use Policies' for further details)*

Additional information to support online safety (including when children are online at home) is provided in Annex C of Keeping Children Safe in Education.

## **14. SAFER RECRUITMENT**

- The School is committed to safer recruitment and all necessary pre-employment checks will be carried out in accordance with Department for Education guidance (as found in 'Keeping Children Safe in Education 2020') and the Croydon Safeguarding Children Partnership. At least one person on every recruitment panel will have received 'Safer Recruitment' training. *(See 'Recruitment and Selection Policy' for further details)*

## **15. SECURE PREMISES**

- School premises: The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- Visitors' book and identification badges: The School keeps a visitors' book at Reception. All visitors (including parents and Governors) must sign in on arrival and sign out on departure. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.
- Staff photographs: photographs of all teaching and support staff are publicly displayed near the School's reception area.

## **16. ANTI-BULLYING**

Our policy on the prevention and management of bullying is set out in our Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Staff are aware that bullying can take place online and that social media can be used to perpetrate acts of cyberbullying. Bullying will be treated as a safeguarding issue should there be reasonable cause to believe a child is at risk or likely to suffer significant harm as a result.

**The school community will therefore:**

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Record incidents of bullying that are reported to any member of staff, or that are witnessed by any member of staff
- Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm, including when accessing the internet, and to know to whom they should turn for help.

*(See 'Anti-Bullying Policy' and 'Online Safety Policy' for further details)*

## **17. PHYSICAL INTERVENTION/POSITIVE HANDLING AND 'REASONABLE FORCE'**

- 'Reasonable force' refers to a broad range of actions used by staff that involve a degree of physical contact to control or restrain children, and 'reasonable' means 'using no more force than is needed'. The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.
- In incidents involving children with SEN or disabilities or with medical conditions, the risks should be considered carefully, recognising the additional vulnerability of these groups. Duties under the Equalities Act (2010) in relation to making reasonable adjustments, non-discrimination and equality duties should be considered, and where possible planned positive and proactive behaviour support should be in place to reduce the likelihood of an incident.
- The School's guidance is that that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/her or others and that, at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded in writing by the member of staff who intervened and counter-signed by a witness. Incidents involving the use of restraint should be reported to the Deputy Headmaster or, in his absence, to the Head of Upper School. The Deputy Headmaster will inform the parents of the pupil(s) who needed to be physically restrained and may refer such incidents to the Designated Safeguarding Lead.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

*(See 'Staff Code of Conduct' for further details)*

## **18. PHOTOGRAPHY AND IMAGES**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images. To protect our pupils, we seek parental consent to take photographs of their children. We will take seriously concerns raised by any parents, pupil or member of staff if

they are worried about any photograph that has been taken of any member of the School community.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel safe and confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

From time to time professional photographers are invited into the School to take group photographs or pictures of significant events; any professional photographers hired by the School will be subject to appropriate vetting checks.

Expectations of pupils: pupils are not allowed to take photographs or video footage (on the school site or off-site during school trips) of other members of the school community (including staff and parents) without the express permission of the individual(s) concerned.

Expectations of staff are made clear in *The Staff Code of Conduct*

CCTV is located around the School but is not installed in classrooms, changing rooms or toilet areas. The CCTV Scheme will be registered with the Information Commissioner under the terms of the Data Protection Act 2018 and will seek to comply with the requirements both of the Data Protection Act and the Commissioner's Code of Practice.

*(See 'CCTV System Policy' for further details)*

## **19. HEALTH & SAFETY**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

*(See Health and Safety Policy for further details)*

## **20. PASTORAL AND SAFEGUARDING EDUCATION**

The School promotes the welfare of children through the assembly programme, Personal Development curriculum, the Computing curriculum and parent meetings.

*(See 'Personal Development Policy' and 'Relationships and Sex Education Policy' for further details)*

Pupils at Trinity School receive guidance on a wide range of topics relating to their health, safety and wellbeing from their tutors (during Form Periods), Heads of Year (during assemblies), visiting speakers and in Personal Development lessons.

Matters discussed include: online safety, first aid, transport safety, knife-crime, personal safety, drugs and substance misuse, relationships and sex education, bullying, peer pressure, people trafficking, homophobia and hate crimes, stress and mental health, gang culture and human rights.

## **21. ANTI-RADICALISATION AND PREVENTING PUPILS FROM BEING DRAWN TO TERRORISM**

The School is committed to safeguarding its pupils from radicalisation/ extremism and preventing them from being drawn to terrorism. Staff will use their judgement in identifying children who might be at risk of radicalisation and pass concerns to the Designated Safeguarding Lead or Deputies.

The School is equally committed to working with relevant sectors and institutions if it is discovered that a member of the School's community is in danger of becoming/ has become radicalised or has been/ is in danger of being drawn to terrorism.

Referrals can be made to Mr Haydar Muntadhar, Croydon's Hate Crime and Prevent Coordinator. Tel: 0208 726 6000 (ext. 88974), or to [safercroydon@croydon.gov.uk](mailto:safercroydon@croydon.gov.uk).

The police have Prevent Engagement Officers (PEO's) who work with the public and partner agencies to prevent terrorism and violent extremism from taking root in our communities. These officers aim to safeguard individuals and institutions from all forms of terrorist ideology and work closely with partner agencies such as local authorities, schools, Universities and health institutions, to ensure communities in Surrey are well placed to report and respond to terrorist related concerns.

The Police can be contacted to find out more around the Prevent strategy or to express concerns about links to terrorism or violent extremism. (*See [Prevent and Anti-Radicalisation Policy for further details](#)*)

All guest speakers invited to address pupils, staff and/or parents will be approved by the Headmaster in advance of arriving onsite. The Headmaster will assess the suitability of all guest speakers, at all times paying due regard to Prevent Duty guidance, and reserves the right to cancel the appearance of any guest speaker if he has any reservations as to their suitability to address any members of the school community.

## **22. ATTENDANCE**

The School recognises that a child going missing from education is a potential indicator of abuse or neglect and has in place procedures to follow up on unauthorised absences.

The legal framework governing school attendance is summarised in *School attendance: Departmental advice for maintained schools, academies, independent schools and local authorities* (2013), published by the Department for Education (DfE). The School also complies with guidance published by the Independent Schools' Inspectorate (ISI) and advice published by the Croydon Local Education Authority (LEA), regarding school attendance, which can be found by following this link: [www.croydon.gov.uk/education/schools-new/attendance](http://www.croydon.gov.uk/education/schools-new/attendance).

Parents or guardians are required to ensure that their children receive efficient, full-time education. Schools are responsible for recording pupil attendance twice a day; once at the start of the morning session and once during the afternoon session. Attendance at Trinity is monitored through such registration, and a record is kept.

Pupils are encouraged to take full advantage of their educational opportunities through maximum attendance, and are expected to attend all prescribed lessons and activities. Parents and teachers have a duty to ensure that pupils attend school for every school day except in the case of illness or if prior permission for absence has been granted.  
(See 'Attendance Policy' for further details)

## **23. DATA PROTECTION**

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (See Data Protection Policy for further details)

Information stored and shared for safeguarding purposes by the School is treated as 'special category personal data'. It can be shared without consent when there is good reason to do so and the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that consent should be gained or if to gain consent would place a child at risk.

Pupil's personal data should not be provided where the serious harm test under the legislation is met (eg where a child is in a refuge or other emergency accommodation); data must be withheld in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. When in doubt, the School will seek independent legal advice.

Paragraph 86 in Part Two of Keeping Children Safe in Education 2020 has links to further sources of guidance on information sharing.

## **24. POLICY REVIEW**

The Trinity School Committee is responsible for ensuring the annual review of this policy and will scrutinise both the effectiveness of the procedures included in the policy and their implementation. Where deficiencies are observed in policy and procedures before the annual review, the Designated Safeguarding Lead and Deputy Headmaster shall ensure that these are remedied as soon as possible and an updated policy will be presented to the Headmaster, who will request interim approval from the Chair of the Trinity School Committee and the nominated governor for child protection and safeguarding.

The School's Safeguarding and Child Protection Policy will be reviewed annually in September and additionally if there are changes to the regulations at other times of the year. In addition, the Head of Human Resources of the Whitgift Foundation will work with the School to ensure the policy and processes in it reflect any changes in the regulations, particularly with regard to staff. The School will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the School considers at all times what is in the best interests of its pupils.

The School's Safeguarding and Child Protection Policy will then be reviewed by the Welfare Committee and referred to the Trinity School Committees for scrutiny before being submitted to the Education Committee of the Whitgift Foundation, where any amendments to the policy

to reflect changes in the legislation will be highlighted. The Education Committee will have a standing agenda item of 'Safeguarding' to review any changes to the policy and any other significant safeguarding issues that have occurred within the School.

The Court will have a standing agenda item of 'Safeguarding' on its agenda to ratify the School's Safeguarding and Child Protection Policy, which will be attached to committee papers of the December meeting and any changes highlighted and discussed at the meeting, and to discuss any other significant safeguarding issues that have occurred within the School. The examination and ratification of the Safeguarding and Child Protection Policy, and a note of any discussion points, will be carried out by the Court.

## APPENDIX A – ABUSE

### Definition of Abuse from Keeping Children Safe in Education 2020

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

A child is considered to be abused or at risk of abuse when the basic needs of the child are not being met through avoidable acts of either commission or omission. The harm includes neglect, ill-treatment, physical, sexual or emotional abuse, impairment of physical or mental health or impairment of physical, intellectual, emotional or social development. All members of staff should familiarise themselves with the typical signs and symptoms as set out below

### General Indicators of Child Neglect and Abuse

There are a number of indicators that have been put forward by professionals in the field of child protection in order to raise awareness in those who are working on a daily basis with children and their families. The following lists have indicators which apply to children and their parents.

Parents who may neglect or abuse their children may exhibit the following:

- Rejection of the child
- Rough handling of the child
- Failure to keep appointments with child care staff
- Frequent visits to the medical services with trivial complaints about the child or themselves

Children who may be suffering from neglect or abuse may exhibit the following:

- Unexplained failure to thrive
- Injuries that are inconsistent with the accident as described by the parents
- Frequent bruising, cuts, burns, etc.
- Frozen awareness, when the child carefully watches adults' expressions and movements
- Reluctance to be alone with their carer/s (e.g. teacher/ coach)
- Sudden unexplained changes in their reactions towards their carer/s

Not all children who have been neglected or abused will show all, or any, of these indicators, and one indicator alone may not denote that a child is being abused. A number of children may exhibit "failure to thrive" and doctors may not be able to find any reasonable explanation for this but this does not necessarily indicate that they have been a victim of abuse. A child with a combination of indicators who has a parent who is also exhibiting one of more of the adult indicators could lead a carer to suspect that they may be dealing with a case of abuse or neglect.

In the area of child sexual abuse there is a different set of indicators; most of these are related to the behaviour of the child:

- Sudden changes in personality, such as wanting constant attention and reassurance
- Lack of trust of a familiar adult
- Aggressive or compliant behaviour
- Withdrawal, listlessness, sadness
- Fear of being alone
- Showing affection in a sexual way inappropriate to their age
- Eating problems, loss of appetite, problems swallowing, excessive eating

### Specific Indicators of Various Forms of Child Neglect and Abuse

#### 5) Neglect:

##### *Physical Indicators*

- Poor hygiene
- Inadequately clothed, dirty, torn or inappropriate clothing
- Untreated medical problems
- Poor nourishment/failure to thrive
- Emaciation

##### *Behavioural Indicators*

- Tired or listless
- Low self-esteem
- Always hungry
- States that there is no one at home to look after them or indicates that they spend a lot of time at home alone

#### b) Physical Abuse:

##### *Physical Indicators*

- Unexplained bruising in places where an injury cannot easily be sustained or explained
- Facial bruising
- Hand or finger marks or pressure bruising
- Bite marks
- Burns (particularly cigarette burns), scalds
- Unexplained fractures
- Lacerations or abrasions

##### *Behavioural Indicators*

- Shying away from physical contact
- Withdrawn or aggressive behaviour
- Sudden changes in behaviour, e.g. from extrovert to introvert

#### c) Sexual Abuse:

##### *Physical Indicators*

- Bruises or scratches inconsistent with accidental injury
- Difficulty in walking or sitting
- Pain or itching in the genital area
- Torn, stained or bloody underclothes
- Loss of appetite

##### *Behavioural Indicators*

- Sexually precocious, uses seductive behaviour towards adults
- Uses sexually explicit language
- Excessive preoccupation with sexual matters
- Informed knowledge of adult sexual behaviour
- Poor self-esteem
- Withdrawn or isolated from other children

#### d) Emotional Abuse:

- Attention seeking
- Withdrawn
- Telling lies

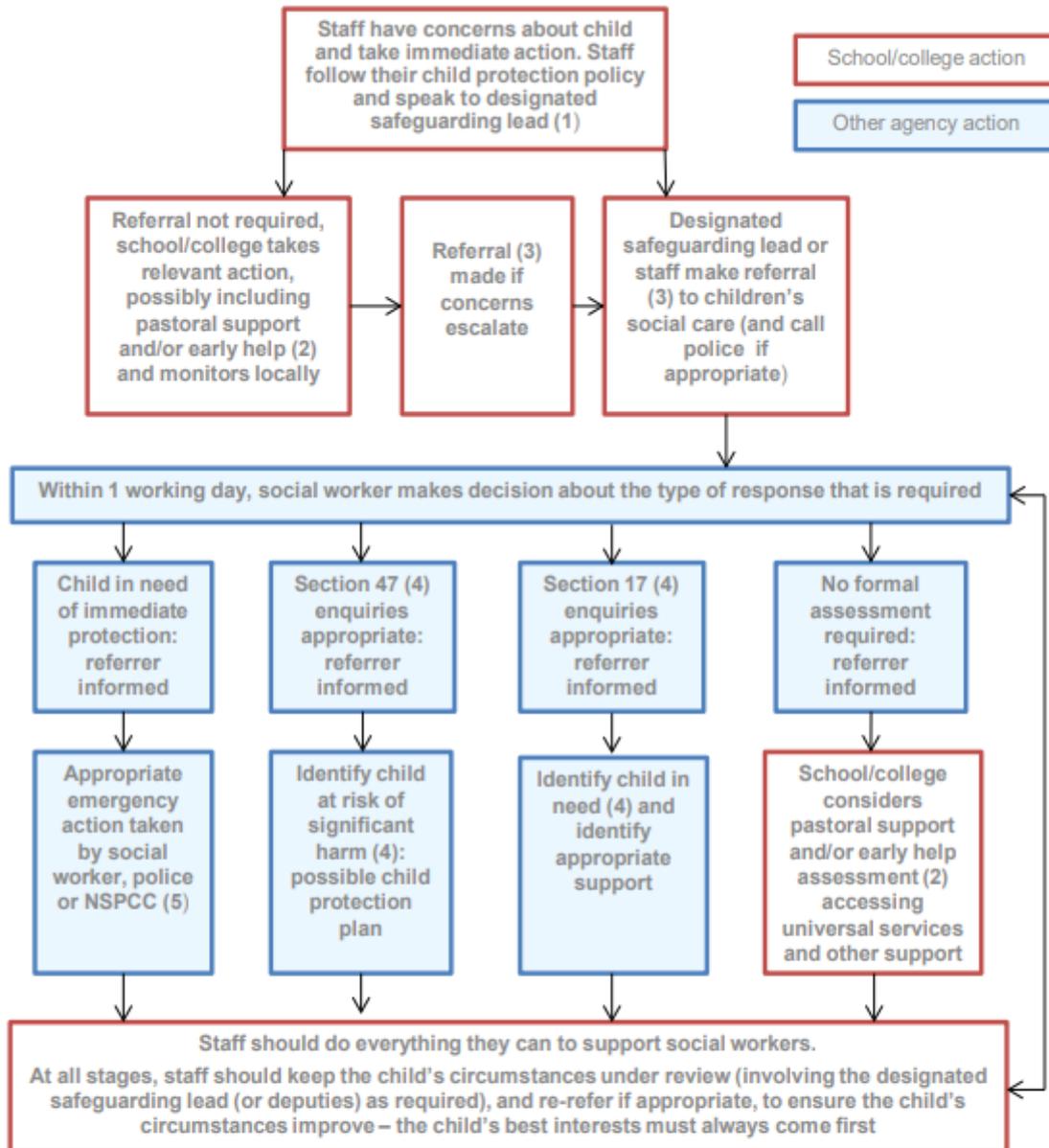
- Inability to have fun
- Low self-esteem
- Tantrums past the age when they are part of normal development
- Speech disorders e.g. stammering
- Inability to play
- Indiscriminately affectionate

**Annex A of Keeping Children Safe in Education 2020, which must be read and understood by all members of staff, has further information on the following Safeguarding risks**

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

## APPENDIX B – ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

### Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

## **APPENDIX C – ROLE OF DESIGNATED SAFEGUARDING LEAD (TRINITY SCHOOL JOB DESCRIPTION)**

This includes the requirements as set out in KCSIE 2020 Annex B as well as some additional details of how these requirements will be fulfilled by the DSL.

### **Designated Safeguarding Lead:**

#### Trinity School Job Description

- The Designated Safeguarding Lead has the ultimate lead responsibility for safeguarding and child protection at the School
- Refer a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure that detailed and accurate written records of concerns about a child are kept, even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensure that an indication of further record-keeping is marked on the pupil records.
- Together with the Deputy Headmaster, act as the lead member of staff for dealing with concerns relating to the Prevent Duty in the school
- Act as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensure that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Ensure that all school staff are aware of the School's Safeguarding and Child Protection Policy and Procedures, and know how to recognise and refer any concerns.
- Ensure that all school staff provide written confirmation that they have read and understood the relevant sections of Keeping Children Safe In Education and the Trinity Staff Conduct Policy
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

- Provide, with the Headmaster, an annual report for the Trinity School Committee, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; anonymised data on the number and types of incidents, children referred to Social Care and the number of children on the child protection register.
- Ensure the School's Safeguarding and Child Protection Policy and Code of Conduct are reviewed annually and that procedures and implementation are updated and reviewed regularly [in light of changes in local procedures and national statutory requirements and guidance], and work with the Governing Body regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly (through the School web-site) and parents are aware of the fact that referrals about suspected abuse or neglect must be made and the role of the School in this.
- Link with the Croydon Safeguarding Children Partnership (and other safeguarding partnerships if necessary), to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Advise the Senior Management Team on how children may be best taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Information and Communications Technology (ICT), Personal Development (PD) and/or Relationships and Sex Education (RSE) / Health Education.
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who go missing from the School, in particular any pupils who go missing on repeat occasions. The School has a separate Missing Pupil Procedure. Where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, [and that the child's social worker is informed] (See 'Missing Pupil Procedure' for further details)

The School has both a Designated Safeguarding Lead and Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead is a member of the Senior Leadership Team and takes lead responsibility for child protection. The Designated Safeguarding Lead has the status and authority within the School to carry out the duties of the post and is authorised to commit resources and support and direct staff as appropriate.

## APPENDIX D – USEFUL CONTACTS

Headmaster:	Alasdair Kennedy 0208 656 9541 <a href="mailto:hmsec@trinity.croydon.sch.uk">hmsec@trinity.croydon.sch.uk</a>
Designated Safeguarding Lead (DSL):	Sara Ward 0208 656 9541 07540 691099 <a href="mailto:slw@trinity.croydon.sch.uk">slw@trinity.croydon.sch.uk</a>
Deputy Designated Safeguarding Leads (DDSL):	Rebecca Petty 0208 656 9541 <a href="mailto:rp@trinity.croydon.sch.uk">rp@trinity.croydon.sch.uk</a>  Sam Powell 0208 656 9541 <a href="mailto:sxp@trinity.croydon.sch.uk">sxp@trinity.croydon.sch.uk</a>  Antonia Geldeard 0208 656 9541 <a href="mailto:azg@trinity.croydon.sch.uk">azg@trinity.croydon.sch.uk</a>
Chair of Trinity School Committee: (Member of the Whitgift Court of Governors and Child Protection governor for the School)	Mr David Seymour <a href="mailto:seymourdavid1@yahoo.co.uk">seymourdavid1@yahoo.co.uk</a>
Chair of the Whitgift Foundation:	Chris Houlding 0208 680 8499
Lead Safeguarding Governor for the Whitgift Foundation	Michael Proudfoot 0208 680 8499
Local Police	Heathfield Safer Neighbourhood Team 0208 721 2468 <a href="mailto:croydonheathfield.snt@met.police.uk">croydonheathfield.snt@met.police.uk</a>
Metropolitan Police Prevent Engagement Officer	Harvey Teague 07766 206451

Local Authority Designated Officer (LADO):	Senior LADO: Steve Hall LADO: Jane Parr Business Support Officer: Karen Anns Direct line: 020 8255 2889 <a href="mailto:lado@croydon.gov.uk">lado@croydon.gov.uk</a>
NSPCC whistleblowing helpline	0800 028 0285
NSPCC (Report Abuse)	<a href="http://www.nspcc.org.uk/what-you-can-do/report-abuse">www.nspcc.org.uk/what-you-can-do/report-abuse</a>
Croydon's Hate Crime and Prevent Coordinator	Haydar Muntadhar <a href="mailto:haydar.muntadhar@croydon.gov.uk">haydar.muntadhar@croydon.gov.uk</a> 0208 726 6000 (ext. 88974)
DfE Counter-Extremism Helpline	0207 340 7264 <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>
Early Help Contact	Christine Evelyn Central Locality Team Manager Early Help and Children's Social Care Turnaround Centre 51-55 Southend Croydon CR0 1BF  Tel: 020 8726 6400 Ext 60617 Mobile: 07436035051 <a href="mailto:Christine.evelyn@croydon.gov.uk">Christine.evelyn@croydon.gov.uk</a>
Forced Marriage Unit	0207 008 0151 <a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a>

Author / Reviewer:	Sara Ward (Pastoral Deputy Head, DSL)
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Date of Approval:	August 2020
Date of next Review:	August 2021
Governor committees responsible for oversight:	Trinity School Committee and Welfare Sub-Committee
Chairperson of Welfare Sub-Committee	John Crozier
Date of review by Welfare Sub-Committee:	October 2020
Chairperson of Trinity School Committee:	David Seymour
Date of next review by School Committee	November 2020