


SAFEGUARDING AND CHILD PROTECTION POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Personnel Committee
	Approved by:	Full Governing Body
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	Next review due by:	End of 2020/21 academic year
Note: Policy updated on 23.04.2021 and approved by the Head. Copy sent to Chair of the Personnel Committee and approval to be ratified by the committee at their next meeting on 30.06.2021.		

AIM/PURPOSE

This policy has been developed to ensure that all adults at Trinity are working together to safeguard and promote the welfare of children and young people.

The policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting students and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

The Head has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Trinity.

Under the Education Act 2011, schools have a duty to safeguard and promote the welfare of their students and, in accordance with guidance set out in 'Working Together to Safeguard Children 2020, Trinity will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

GENERAL PRINCIPLES

Trinity aims to create and maintain a safe learning environment where all students and adults feel safe, secure and valued, and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2020' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff in line with 'Keeping Children Safe in Education 2020'.

The school is committed to supporting the delivery of effective early help using The Multi-Agency Levels of Need and Response Framework . The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the

development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Trinity will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise students and staff.

SAFEGUARDING AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

THE CURRICULUM

All students have access to an appropriate curriculum which is broad, balanced and differentiated. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Students are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the students.

Personal Health and Social Education, Relationships and Sex Education, Citizenship and Religious Education lessons will provide opportunities for students to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

Trinity takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg Child Sexual Exploitation (CSE), Radicalisation and Extremism, Forced Marriage and Peer on Peer abuse.

All students will know that there are adults in the school who they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

ATTENDANCE & EXCLUSIONS

Trinity views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of students in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA).

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding students.

The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to

alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Trinity in accordance with the School Register Regulations.

The designated safeguarding person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

KEEPING RECORDS

Trinity will keep and maintain up to date information on students on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of other significant event in a child's life.

ROLES AND RESPONSIBILITIES

The Head of Trinity will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are implemented and followed by staff.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- Staff and volunteers receive appropriate training which is regularly updated.
- Temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- Staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its students by making its obligations clear in the school/setting prospectus.
- The Safeguarding and Child Protection policy is available on the school's web-site.
- The school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is reviewed and updated and the school complies with local safeguarding procedures.

- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- The school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.

The Designated Senior Member of Staff for Child Protection is Ms Anna Baxendale, contactable on 01612121925 or alternatively via email on a.baxendale@trinityhigh.com

Ms Baxendale has a specific responsibility for championing the importance of safeguarding and promoting the welfare of students registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a student.
- Liaise with the Head about any safeguarding issues.
- Ensure that the Safeguarding Policy is reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a student's child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school and keep a copy of the file.
- During term time, the designated safeguarding lead and or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

SAFE RECRUITMENT AND SELECTION OF STAFF

The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2020.

WORKING WITH OTHER AGENCIES

Trinity has developed effective links with other relevant agencies and co-operates as required with enquiries regarding child protection issues. The school will notify social care if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a student who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

CONFIDENTIALITY AND INFORMATION SHARING

Staff ensure that confidentiality protocols (e.g. GDPR) are followed and information is shared appropriately. The Head or Designated Member of Staff discloses any information about a student to other members of staff on a need to know basis only.

Staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. Staff and volunteers must be clear with children that they cannot promise to keep secrets.

TRAINING FOR STAFF AND VOLUNTEERS

In accordance with "Keeping children safe in education – September 2020" all staff will receive training at induction.

All staff should receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, E-Safety, Preventing Violent Extremism.

In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

RECORDING AND REPORTING CONCERNS (Staff, volunteers and visitors)

Staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system and procedures outlined in the Child Protection section of the policy (page 11).

VULNERABLE GROUPS

We ensure all key staff work together to safeguard vulnerable children through weekly Vulnerable Children's meetings and information shared on CPOMS (safeguarding and child protection software for schools).

Any child may benefit from early help at times, but all staff will be particularly 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 misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is an international new arrival, refugee or asylum seeker;
- is looked after, previously looked after, adopted or under a special guardianship order.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour and injury relate to the child's disability without further exploration, being more prone to peer group isolation, the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers.

INFORMING PARENTS/CARERS

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Head will seek advice from Children's Social Care.

DOMESTIC ABUSE

The school is aware that students' people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about domestic abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

FORCED MARRIAGE

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

Further statutory guidance has been issued under Section 5c (1) of the Female Genital Mutilation Act 2003 "Multi Agency Statutory Guidance on Female Genital Mutilation – April 2016"

PREVENTING RADICALISATION and VIOLENT EXTREMISM

Protecting children from the risk of radicalisation is seen as part of Trinity's wider safeguarding duties. It is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our school. We follow the guidance set out in Keeping Children Safe in Education 2020.

Trinity can produce evidence to show fulfilment of the Prevent duty in the 5 duty areas (Leadership and Management, Risk Assessment, Working in Partnership, Staff Training, IT Policies). We also support our children to be resilient against radicalisation.

We have named leads for Prevent on the schools SLT. Prevent is part of the safeguarding role of our Designated Safeguarding Lead. We work in partnership with others including the Local Authority and Manchester Safeguarding Children Board (MSCB) to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT

use across the school is safe. Children and young people are supported to know how to stay safe on line and when accessing social media both in and out of school.

Staff training and knowledge on Prevent is regularly reviewed and monitored. Staff in this school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behaviour which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.

School actively builds students resilience to radicalisation through the curriculum and a whole school ethos which promotes British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Trinity seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

E-SAFETY

Trinity has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote student achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and Trinity has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of Trinity to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

Trinity will ensure that appropriate filtering methods are in place to ensure that students are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

Trinity has an acceptable use policy (AUP). Where both staff and children have access, it will be necessary for us to have separate AUPs for staff and students. The AUP should cover the use of all technologies used.

The school follows the Manchester Safeguarding Children's Board guidelines 'Safeguarding online guidelines for minimum standards'

CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual student and will need to have as much relevant updated information as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the student's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

The school follows the government guidance 'Keeping children safe in education – September 2020' when dealing with allegations made against staff and volunteers.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

COMPLAINTS OR CONCERNS BY STUDENTS, STAFF OR VOLUNTEERS

Any concern or expression of disquiet made by a student will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the student or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the student or adult informed about the progress of the complaint/expression of concern.

SERIOUS CASE REVIEWS

The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- If required Trinity will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

PEER ON PEER ABUSE

Through training we ensure that all staff recognise that children are capable of abusing their peers. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. There is a clear procedure on how victims of peer on peer abuse will be supported (see Child Protection section of policy on page 11).

All staff are aware of peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating/instigating violence and rituals.

These issues will be addressed through our school/sixth form curriculum and through discussions with the school's Pastoral team.

All staff are expected to refer to DfE guidance 'What to do if you're worried a child is being abused – Advise for practitioners' for further help in identifying signs and symptoms of child abuse and neglect. Staff can find this guidance can be found on 'Sharepoint'. Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the Designated Safeguarding Lead (DSL).

In respect of sexual violence and sexual harassment between children, the school/college takes a proactive approach to prevent such incidents from taking place. Throughout school/sixth form, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.

We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationships and Sex Education (RSE) and Health Education in the school timetable, in line with DfE guidance and the national curriculum.

Students are taught to understand the issue and meaning of consent as delivered in the Relationships and Sex Education curriculum. Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to Keeping Children Safe in Education 2020 and within the Manchester Safeguarding Partnership website.

When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement. Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected.

School leaders are aware that detailed advice to support schools and colleges has been published. The advice is available and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and sixth form and advice on a whole school approach to preventing child on child sexual violence and sexual harassment.

We will minimise the risk of peer-on-peer abuse by challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images. Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys. Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Pupils know they can talk to staff confidentially by speaking to their form tutor, pastoral team, DSL or accessing the School Help Advice Reporting Page System (SHARP) on the school website. The procedures outlined in the Child Protection section of the policy will then be followed (page 11).

VISITORS

Visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

CHILD PROTECTION AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

AIM/PURPOSE

The aim of the policy is to ensure that children at Trinity are part of a safe, secure and caring environment, and that any suspected or actual abuse is dealt with as speedily and efficiently as possible to safeguard the best interests of the students.

GENERAL PRINCIPLES

The Designated Persons for Child Protection and Safeguarding are the Assistant Head KS3 (Ms A Baxendale), Deputy Head - Pastoral Support and Student Standards, (Mr D Westmoreland) and the Vulnerable Children Support Officer (Ms G Hulston) who work closely with Pastoral Managers at both a strategic level and on a day to day basis.

Child abuse can be physical, sexual, neglect or emotional and recognition of such abuse can take a variety of physical or behavioural signs.

PROCEDURES

1. If a child discloses to a member of staff that he or she is being physically abused (including sexual abuse) it is important firstly to listen to what the child has to say and, secondly, to believe them.
2. Do not promise confidentiality as it is not possible. Explain to the child that, because you care, you cannot keep it to yourself and that you have a responsibility to pursue the matter.
3. The member of staff should inform a Designated Person as soon as possible, and the appropriate procedures will be followed.
4. Where necessary the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

5. Where necessary the DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
6. All staff will complete Safeguarding and PREVENT training every three years and receive regular updates through staff INSET and development time meetings.

There are four likely scenarios the DSL will consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally:

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's response, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions will be recorded (written or electronic).

2. Early help:

- In line with 1 above, the school may decide that the children involved do not require statutory interventions, but may benefit from a referral to Early Help.

3. Referrals to children's social care:

- Where a child has been harmed, is at risk of harm, or is in immediate danger, the DSL will make a referral to local children's social care.
- At the referral to children's social care stage, the DSL will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.
- Where statutory assessments are appropriate, the DSL will be working alongside, and cooperating with, the relevant lead social worker.

4. Reporting to the Police:


- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police.
- At this stage, the DSL will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, the school will be supporting the child in any decision they take. This will be with the support of children's social care and any appropriate specialist agencies.

- Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. The DSL will also discuss the best way to protect the victim and their anonymity.

MONITORING AND EVALUATION

This is undertaken by the relevant senior staff, especially the Assistant Head with responsibility for Safeguarding and Child Protection in liaison with the Deputy Head (Pastoral Support and Student Standards) and the Head. Changes to the policy will be approved by the Governors' Standing Committee and ratified by the Full Governing Body.

Child protection and safeguarding: COVID-19 addendum

	Approved by:	Headteacher – Julian Nicholls
	Date approved:	05.11.2020

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Anna Baxendale	07395916228
Deputy DSL	Darren Westmoreland	0161 212 1900
Vulnerable Children's worker	Geraldine Hulston	07562283378

ROLE	NAME	CONTACT DETAILS
Designated member of senior leadership team if DSL (and deputy) can't be on site	Darren Westmoreland	0161 212 1900
Headteacher	Julian Nicholls	0161 212 1900
Local authority designated officer (LADO)	Not named	0161 234 1214
Chair of governors	Revd Prof Peter Scott	0161 212 1900

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners and local authority (LA).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will continue to have regard for the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different format to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have regarding a child immediately. It remains vitally important to do this, both for children still attending school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by email, a.baxendale@trinityhigh.com or g.hulston@trinityhigh.com or alternatively on the contact numbers listed in 'Important contacts'.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the member of Senior Leadership team outlined in the 'Important contacts' section of this addendum.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Monitor attendance to update the DfE spreadsheet.

5. Working with other agencies

We will continue to work with children's social workers, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As the majority of children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by phone call/email
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse. Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

Staff should contact the appropriate member of the Pastoral team to raise any concerns. The appropriate member of the Pastoral team will then contact all parties involved to investigate the concern whilst also providing support to the victim(s).

As a school we will continue to follow the guidance outlined on page 10/11 of the Safeguarding Policy.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

Staff should contact the DSL/DDSL or appropriate member of the Senior Leadership Team to report any concerns.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

The Pastoral team will be in weekly contact with any student we feel are 'vulnerable in our context but do not necessarily meet the Department for Education's definition.

10. Contact plans

We have a contact plan for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

Each child will be contacted at least once a week by the DSL / Vulnerable Children's worker. This will be done via telephone / doorstep visit where necessary. The DSI / Vulnerable children's worker will also update the relevant Electronic Personal Education Plan (EPEP) twice a week which is monitored by Welfare Call and Manchester Virtual School.

If we cannot make contact, we will contact the social worker and where necessary liaise with the school's community Police Officer.

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. However, the pastoral team (under the guidance of the Deputy Head Pastoral Standards) should check in regularly with their tutees to monitor both academic progress and their general wellbeing. Form tutors will be expected to pass on feedback to Senior Tutors, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. Students and parents will be given a set of guidelines to follow for safe remote learning. Any failure to adhere to these guidelines will result in sanctions being put in place, in line with the school's behaviour policy.

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

12.2 Outside school/ Remote Learning

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Guidelines for when participating in remote learning

DO

- Only use your school email address for any communication with your teachers.
- Find a communal quiet, safe and appropriate place to complete remote learning tasks.
- Behave and converse like you would in a lesson in school.
- If you are doing a live lesson on MS Teams, mute your microphone when your teacher or another pupil is speaking.
- If you are doing a live lesson, you can turn off or cover your camera if this would make you feel more comfortable.
- Be aware that every online lesson and MS Team live chat can be recorded and logged as record and for safeguarding purposes.

DON'T

- Use any inappropriate language during remote learning and stay within normal lesson expectations.
- Expect one-to-one lessons.
- Expect all your teachers to offer live lessons for remote learning.
- Expect live lessons to be a regular event. It is more likely to be a weekly consolidation lesson.
- Use personal email addresses for any communication with teachers.
- Share invitations and passwords to online lessons with anyone else.

Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead Anna Baxendale – baxendale_a@trinityhigh.com

Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online. This is identified
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online. This can be found on the 'Covid 19 – school plan, Online safety section of the school's website.

13. Mental health

- Where possible, we will continue to offer our current support for pupil mental health. The Pastoral Team is available for parents to contact to raise any concerns and obtain support. We will also signpost all pupils, parents and staff to other resources to support good mental health at this time. This can be found on the 'Covid 19 – school plan, Mental Health section of the school's website.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14.2 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

14.3 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date

15. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks] by Anna Baxendale, Assistant Head KS3, DSL. At every review, it will be approved by the full governing board.

17. Other policies

All other policies can be found on the school's website.