

**TRINITY ACADEMY NEWCASTLE
TRUST**

Safeguarding & Child Protection Policy

Approved by the Committee Oct 2017

On behalf of the Board

Next Review Date – Oct 2018

Academy: **TRINITY ACADEMY NEWCASTLE TRUST**

Headteacher: **BILL CURLEY**

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2012-2013	Michelle Higgins	Norman Buglass	Ann Calder	Brian Peacock
2013-2014	Michelle Higgins	Norman Buglass	Ann Calder	Ann Calder
2014-2015	Michelle Higgins	Norman Buglass	Ann Calder	Ann Calder
2014-2015	Michelle Higgins	Norman Buglass	Michelle Higgins	Ann Calder
2016-2017	Michelle Higgins	Norman Buglass	Claire Black	Ann Calder
2017-2018	Michelle Higgins	Norman Buglass	Claire Black	Peter Carter

Policy review dates

Review Date	Changes made	By whom	Date Shared
September 2012	September 2012	Michelle Higgins	24 th October 2012
November 2013	September 2013	Michelle Higgins	November 2013
November 2014	October 2014	Michelle Higgins	October 2014
November 2015	September 2015	Michelle Higgins	October 2015
October 2016	September 2016	Michelle Higgins	October 2016
October 2017	September 2017	Michelle Higgins	October 2017

Dates of Staff training and details of course title and training provider

Whole Academy	Designated Senior person	Deputy Designated Senior Person
November 2009 –NSCB Awareness of Child Abuse and Neglect	September 2009 NSCB Safeguarding Children a Shared Responsibility.	November 2009 NSCB Awareness of Child Abuse and Neglect
October 2012 – NSCB Annual Safeguarding Refresher Training	Dec 2012-The Role of the Designated Person in Education Safeguarding Children	Dec 2012-The Role of the Designated Person in Education Safeguarding Children
Oct 2013-Safeguarding Children Awareness Course	Oct 2013-Safeguarding Children Awareness Course	Oct 2013-Safeguarding Children Awareness Course
October 2014- Safeguarding Children’s Awareness Course	October 2014- Safeguarding Children’s Awareness Course	October 2014- Safeguarding Children’s Awareness Course
October 2014 NSCB Annual Safeguarding Refresher Course.	May 2015- Refresher Designated Safeguarding Person in Education	May 2015- Refresher Designated Safeguarding Person in Education
September 2015- Safeguarding Training on E-Safety and Prevent Strategy	September 2015- Safeguarding Training on E-Safety and Prevent Strategy	September 2015- Safeguarding Training on E-Safety and Prevent Strategy
September 2016 –Keeping Children Safe In Education 2016. Effective Record Keeping	September 2016 –Keeping Children Safe In Education 2016. Effective Record Keeping	September 2016 –Keeping Children Safe In Education 2016. Effective Record Keeping
November 16- ‘Understanding the Impact of Mental and Emotional Health Issues’	November 16- ‘Understanding the Impact of Mental and Emotional Health Issues’	November 16- ‘Understanding the Impact of Mental and Emotional Health Issues’
April 17- Domestic Abuse-Clennell Solutions	April 17- Domestic Abuse-Clennell Solutions	April 17- Domestic Abuse-Clennell Solutions

Designated Governor

September 2009 NSCB
Safeguarding Children a
Shared Responsibility.

Dec 2012-The Role of the
Designated Person in
Education Safeguarding
Children

Oct 2013-Safeguarding
Children Awareness
Course

October 2014-
Safeguarding Children's
Awareness Course

May 2015- Refresher
Designated Safeguarding
Person in Education

September 2015-
Safeguarding Training on
E-Safety and Prevent
Strategy

February 16 – The Role of the Governor in
Safeguarding

April 17 - The Role of the Governor in
Safeguarding

Purpose and Aims

1.1 The purpose of Trinity Academy's safeguarding and child protection policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

It is in line with the Newcastle Safeguarding Children Board Procedures, "Working Together to Safeguard Children" (2015) and 'What to do if you are worried a pupil is being abused' (2015)

Where a pupil is suffering significant harm, or is likely to do so, action should be taken to protect that pupil. Action should also be taken to promote the welfare of a pupil in need of

additional support, even if they are not suffering harm or are at immediate risk.

'Everyone working in or for our Academy shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

At the age of 18 and above, for most purposes, the associated Policy for Safeguarding Adults at Risk may be appropriate (see Section 2).

OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Age appropriate lessons, assemblies and activities on how to stay safe are part of the curriculum offer throughout all key stages.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and Local Safeguarding Board Procedures.



1. Safer Recruitment and Selection

Trinity Academy pays full regard to current Department for Education (DFE) guidance, 'Keeping Children Safe in Education September 2016'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the pupils as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job

In line with statutory changes, underpinned by regulations, the following will apply:

Roles and Responsibilities

Governing Bodies: The governing body should ensure that the school operates safe recruitment practices and procedures and that all appropriate checks are carried out on staff and, where required, volunteers.

Chief Executive Officer: The Chief Executive Officer is responsible for:

- ensuring that all new appointments to the school's workforce are DBS checked and are not barred from working with pupils.
- ensuring that identity checks are carried out on all appointments to the school workforce;
- ensuring the school keeps a single central record detailing the range of checks carried out on their staff;
- ensuring that appointments recruited from overseas or those who have lived and worked outside the UK have a DBS disclosure and further checks as appropriate if the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post;
- ensuring that employment history is fully explored, any gaps explained and at least 2 references taken up
- ensuring that all supply staff have undergone the necessary checks to assess their suitability for the post including seeking appropriate verification from any agency that the necessary checks have been undertaken;
- deciding whether a member of staff can start work pending receipt of a DBS disclosure by undertaking an appropriate assessment of the risk and putting additional safeguarding measures in place if necessary; and
- deciding whether the portability policy can apply regarding the DBS check;
- our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work within our school.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of pupils; or
- will regularly work our school at times when pupils are on school premises (where the person's work requires interaction with pupils, whether or not the work is paid

(unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

Under Section 75 of the 'Childcare Act 2006' individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings.

Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration should be kept on the school's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail)

In school a supervised volunteer who regularly teaches or looks after pupils' is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which Trinity Academy will have regard to when considering which checks should be undertaken on volunteers.

2 Policy for Safeguarding Adults at Risk

PURPOSE

The Academy recognises that it has a duty to promote and safeguard the welfare of adults at risk receiving education and training at the Academy. The purpose of this Policy is to provide a framework by which the Academy carries out its obligation to protect adults at risk from harm

The Policy provides clear direction to all members of the Academy community to ensure that concerns, referrals and monitoring of actions in relation to an adult at risk of harm is handled appropriately.

SCOPE

This Policy applies to all those working in, studying and visiting the Academy including students, the Academy workforce, Governors, volunteers and visitors to the Academy and, where relevant, contracted services such as signers, employers offering work placements, transportation companies and contractors with direct access to students who may be adults at risk of harm.

This Policy and its accompanying procedures apply to adults at risk of harm including sexual exploitation, FGM or radicalisation who are students at the Academy.

PRINCIPLES

An effective Adult Protection Policy is key to ensuring that adults at risk are protected from abuse and exploitation. It recognises that the key is ensuring that the relevant agencies are informed of any concerns (this would normally be the appropriate local authority adult services).

DEFINITIONS

Who is an Adult at Risk?

An adult at risk is a person aged 18 years or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or is unable to protect him or herself against significant harm or exploitation. It may also include adults who are vulnerable for some other reason, for example caring responsibilities, special educational needs, or who has suffered abuse or trauma.

This policy may also apply to 'Young Persons' aged 18-20, 'Care Leavers' and students with special educational needs up to age 25.

What is Abuse?

Abuse is a violation of an individual's human and civil rights by any other person or persons. This may consist of a single or repeated act and may be physical or psychological.

The main categories of abuse are:-

- Physical abuse, including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.
- Sexual abuse, including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressurised into consenting.
- Psychological abuse, including emotional abuse, radicalisation, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.
- Peer –on-Peer abuse which could involve but not limited to: bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting. Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence (See Peer on Peer Abuse Policy)
- Financial or material abuse, including theft, fraud, exploitation, pressure in connection with property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- Neglect and acts of omission, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
- Discriminatory abuse, including racism or sexism, abuse based on a person's disability, faith, sexual orientation and other forms of harassment, slurs or similar treatment.
- Institutional abuse occurs when the routines, systems and regimes of an institution result in poor or inadequate standards of care and poor practice which affects the whole setting and denies, restricts or curtails the dignity, privacy, choice, independence or fulfilment of adults at risk. Institutional abuse can occur in any setting providing health and social care.

SPECIFIC SAFEGUARDING ISSUES – See appendices

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE_
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)

- forced marriage and honour based violence
- gangs and youth violence
- gender-based violence/violence against women and girls
- hate
- mental health
- missing children and adults strategy online safety
- private fostering
- preventing radicalisation
- relationship abuse
<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- sexting <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>
- trafficking

SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM,

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Trinity Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Trinity Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix H.

Trinity Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The school governors, the Chief Executive Officer and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to

reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, PSHE Policy the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Trinity Academy is **Alan Evans**. The responsibilities of the SPOC are described in **Appendix H**.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

ROLES AND RESPONSIBILITIES

The Governing Body approves the Academies Policy, and annually reviews its implementation.

The Designated Safeguarding Governor provides regular Governor oversight of the implementation of the Policy.

The Chief Executive Officer provides executive oversight of the implementation of the Policy and any activity undertaken by the Student Welfare Co-coordinator.

The Student Welfare Co-coordinator is the Senior Designated Lead Person for Safeguarding Adults at Risk and is responsible for ensuring the Policy is implemented across the Academy, including appropriate training for staff, raising awareness, dealing with allegations and recording and monitoring allegations.

In the absence of the Student Welfare Co-coordinator the Head of Post 16 is designated as the member of staff responsible for adults at risk.

It is the responsibility of all staff, regardless of organisational role, to immediately report and refer any incident of abuse or suspected abuse through the Academies internal referral procedures to the designated person.

Urgent advice should be sought from the Head of Post 16 or Safeguarding Team if a person is unsure if it is a case of abuse. An internal referral form, should be used.

EXECUTIVE RESPONSIBILITY

The Executive lead for this Policy is the Chief Executive Officer.

(The Academy Senior Designated Lead for this Policy is the Student Welfare Co-coordinator

3. Safe Practice

All school Staff and volunteers are expected to abide by the relevant Code of Conduct. They will be reminded of the need to maintain appropriate professional boundaries in their dealings with pupils and should clearly understand the need to maintain such boundaries. They will be provided with guidance as to the behaviours expected of them and which, if followed, should help prevent them becoming vulnerable to allegations of abuse.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from Academy management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

4. Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Person with responsibility for child protection and know who this is. We inform pupils of whom they

might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

At Trinity Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our pupils for life in Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

We will raise pupil's awareness through the curriculum, support from staff and helpful information around school.

5. Partnership with Parents

The school shares a purpose with parents to educate and keep pupils safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a pupil.

We will share with parents any concerns we may have about their child or young person unless to do so may place a child or young person at risk of harm (see Action by Designated Person)

We encourage parents to discuss any concerns they may have with *staff in school*
We make parents aware of our policy on our website and parents are made aware that they can view this policy on request.

6. Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Newcastle Safeguarding Children Board. There is a joint responsibility for agencies to share information to ensure the safeguarding of all pupils.

7. School Training and Staff Induction

The school's senior member(s) of staff with designated responsibility for child protection are Michelle Higgins and Norman Buglass. They will undertake basic child protection training and training for Designated Staff which will be refreshed at 2 yearly intervals.

The Chief Executive Officer and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

8. Support, advice and guidance for staff

Staff will be supported by the Senior Leadership Team, LA and professional associations.

The designated Person for Safeguarding/Child Protection will be supported by the Chair of Governors.

9. Related School Policies and Guidance

Safeguarding covers more than the contribution made to child protection in relation to individual children or young people. It is not just about protecting children or young people from deliberate harm. It relates to aspects of school life including:

Related safeguarding portfolio policies and Guidance

- Positive Handling
- Personal and intimate care (Ratified October 16- Reviewed October 17)
- Complaints procedure (Ratified October 16- Reviewed October 17)
- Anti-bullying (Ratified October 16- Reviewed October 17)
- Appropriate physical contact (Ratified October 16- Reviewed October 17)
- Whistleblowing (Ratified October 16- Reviewed October 17)
- SEN (Ratified October 16- Reviewed October 17)
- Behaviour (Ratified October 16- Reviewed October 17)
- Safer recruitment (Ratified October 16- Reviewed October 17)
- Managing allegations against staff (Ratified October 16- Reviewed October 17)
- Grievance and disciplinary (Ratified October 16- Reviewed October 17)
- Tackling Extremism & Radicalisation (Prevent Strategy) (Ratified October 16- Reviewed October 17)
- E-Safety (Ratified October 16- Reviewed October 17)
- Staff Code of Conduct (Ratified October 16- Reviewed October 17)
- Attendance (Ratified October 16- Reviewed October 17)
- Health and Safety including site security(Ratified October 16- Reviewed October 17)
- Harassment and discrimination including racial abuse (Ratified October 16- Reviewed October 17)
- Meeting the needs of pupils with medical conditions (Ratified October 16- Reviewed October 17)
- First aid (Ratified October 16- Reviewed October 17)
- Educational visits including overnight stays (Ratified October 16- Reviewed October 17)
 - Use of Reasonable Force- HM Gov. July 2013

Confidentiality

School has regard to HM 'Information Sharing guidance 2015'.

The school will have regard to the above guidance and is aware:

- When information must be shared with Police and Social Care where the child/young person is / may be at risk of significant harm
- When the pupil's and/or parent's confidentiality must not be breached
- That information is shared on a need to know basis

10. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep pupils safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the pupil normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the pupil from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the pupil (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child or young person is or has been on a Child Protection Plan or subject to a

Care Plan

- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the pupil

11. Roles and Responsibilities

Our Governing Body will ensure that our school will comply with their safeguarding duties under legislation. With regard to 'Keeping Children Safe in Education 2016' guidance they will ensure that the policies, procedures and training in Trinity are effective and comply with the law at all times. They must ensure that the policies, procedures and training in their schools and colleges are effective and comply with the law at all times.

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of pupils are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy and appointing a Designated Person who should undergo child protection training every two years
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- making sure that pupils are taught about how to keep themselves safe.

Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by:

- adhering to statutory responsibilities to check staff who work with children and young people
- taking proportionate decisions on whether to ask for checks beyond that which is required
- ensuring that volunteers are appropriately supervised
- making sure that at least one person on any appointment panel has undertaken safer recruitment training
- ensuring there are procedures in place to handle allegations against members of staff and volunteers
- making sure that there are procedures in place to handle allegations against other pupils
- putting in place appropriate safeguarding responses to pupils who go missing from education settings, particularly on repeat occasions.

Governing bodies and proprietors must ensure that allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO). There must be procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence. For example, it is a criminal offence for an employer: to take on an individual in a DBS regulated activity (such as schools or childcare) who has been barred from such an activity; or to fail to make a referral to DBS in the circumstances described above.

Governing bodies must appoint a designated teacher to promote the educational achievement of pupils who are looked after and ensure that this person has appropriate training. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children and young people safe.

- That our school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children and young people are identified and contributing to inter-agency plans to provide additional support to children and young people subject to child protection plans. All schools and colleges should allow access for children's social care from the host 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.

- That the school's safeguarding arrangements take into account the procedures and practice of Newcastle local authority as part of the inter-agency safeguarding procedures set up by the Newcastle Safeguarding Children Board.
- A Chair of Governors will liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Chief Executive Officer.
- There is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff, including temporary staff and volunteers on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly via the Academy Website
- The Chief Executive Officer will ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Appoint members of staff of the school's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description. This person should have the appropriate authority and 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 to contribute to the assessment of children and young people.
- Will consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).
- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and young people; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.

Our Designated staff will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- they will liaise with the local authority and work with other agencies in line with 'Working Together to Safeguard Children 2015'
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children and young people.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and young people, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Social Care immediately. Anybody can make a referral.

Managing referrals

The broad areas of responsibility for the Designated Person are:

- Refer all cases of suspected abuse to the local authority Children's Social Care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),

- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child or young person); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Executive Chief Executive Officer to inform him or her of issues especially ongoing enquiries under 'section 47 of the Children Act 1989' and police investigations.
- 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.

Training

- The Designated Lead should receive appropriate training carried out every two years 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 or college'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
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to pupils 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.

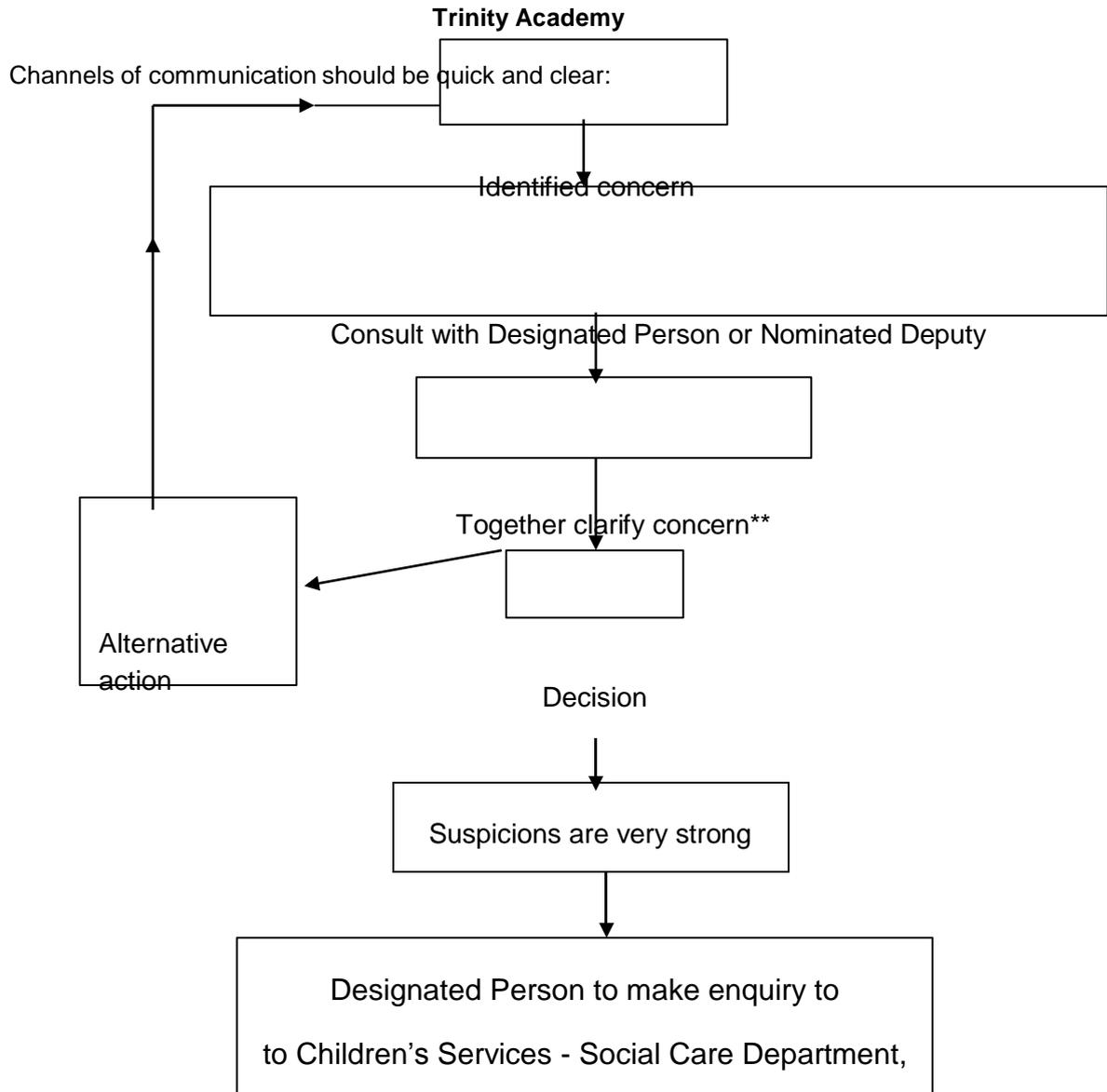
Raising Awareness

- The Designated Lead should ensure the school policies are known and used appropriately:
- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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 managing concerns
- Link with the local LSCB and safeguarding services to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where pupils leave the school or college 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

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

Appendix A – Suspect pupil at risk action to take



Any member of staff who is unhappy with the joint decision made with the Designated Person can consult with the Chief Executive Officer/Chair of Governors or seek advice from key staff within the Local Authority

Appendix B – Key Safeguarding Contacts

Social Care (Newcastle upon Tyne)	
<p>Initial Response Service Children's Social Care Civic Centre, Barras Bridge Newcastle upon Tyne NE1 8QH</p> <p>Tel: 0191 277 2500</p>	<p>Out of hours Emergency Duty Team</p> <p>Civic Centre Barras Bridge Newcastle upon Tyne NE1 8PU</p> <p>Tel: 0191 2787878</p>
<p>Children's Social Care Children's Services Directorate, Allendale Depot, Allendale Road Byker Newcastle upon Tyne, NE6 2SZ</p> <p>Tel: 0191 2115845</p>	

Local Authority Designated Officer (LADO)

LADO (Newcastle upon Tyne)	Telephone Number
<p>Melanie Scott</p> <p>Civic Centre Barras Bridge Newcastle upon Tyne NE1 8PU</p>	<p>Tel: 0191 277 4636</p>

Police / Law & Order

Department/Station	Telephone Number
Police Child Abuse and Vulnerable Adults Unit Protecting Vulnerable People Unit Middle Engine Lane Police Station Wallsend NE28 9NT	Tel: 101
Gateshead Police Station High West Street Gateshead NE8 1BN	Tel: 03456 043 043
Prevent team Email: specialbranch@northumbria.pnn.police.uk	Tel: 101 ext. 63854
Anti Terrorist hotline	0800789321

Education

Department (Newcastle upon Tyne)	Telephone Number
Children Missing in Education Team	Tel: 0191 277 4500
Education HR team	Tel: 0191 277 4500

Other Contacts

Title	Telephone Number
NSPCC Whistleblowing Helpline	Helpline: 0808 800 5000

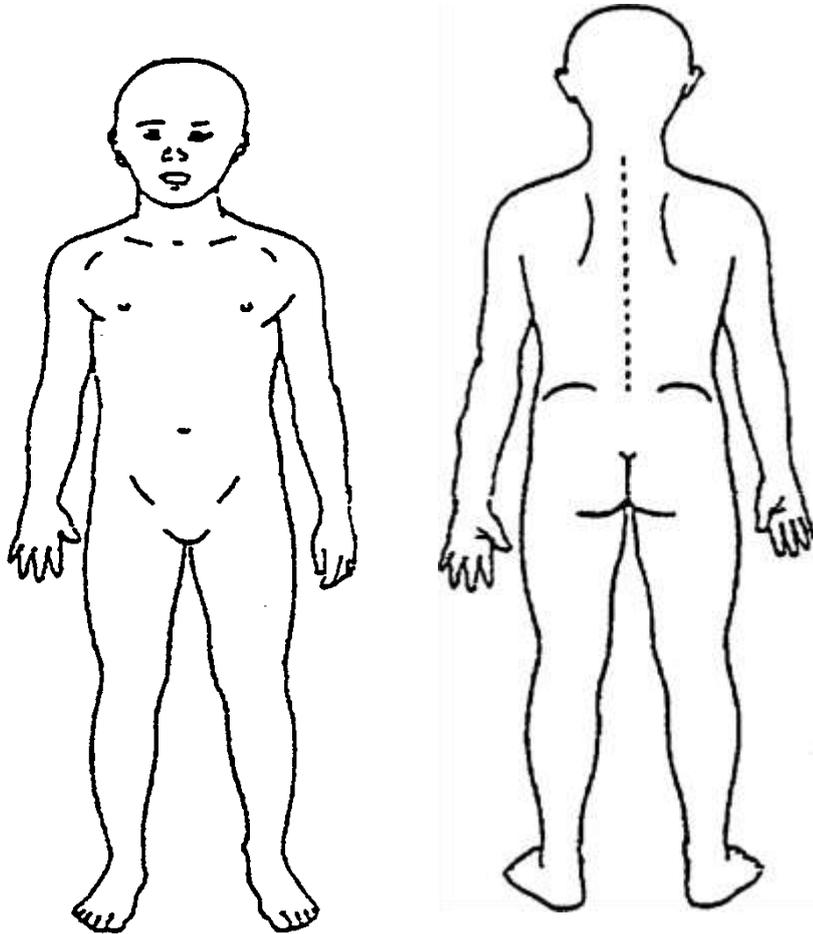
Appendix C – Example Cause for Concern Sheet

Full Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern:		
<p>Detailed Account:</p> <p>(Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated</p>		
Member of Staff completing form		Role / Title

Please provide a copy to the Designated Safeguarding Lead

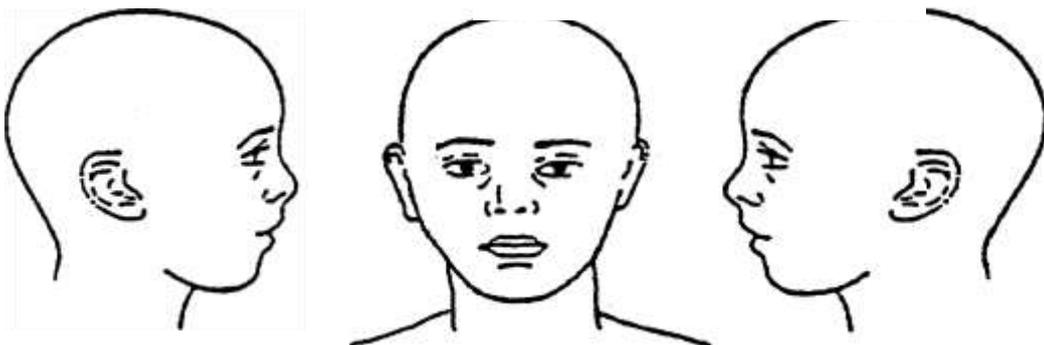
Appendix D – Body Map - CPOMS

Child's Full Name	DOB	Date



Electronic Version:

Click and move the red dot to indicate where the injury is



Description of injury / additional notes:		
Professionals Name	Professionals Designation	Contact Number

Appendix E– Designated Person Check List

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider a CAF		
Consult with Social Care		
Contact Police 101: Non emergency 999: Immediate Danger		
Other (please specify)		
Assessment of Risk		
Safeguarding	Risk of Harm	Immediate Danger

SPECIFIC SAFEGUARDING ISSUES

Appendix F - Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress)
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime / police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix G - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: partial/total removal of clitoris	Excision: partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour'
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony

- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**

As KCSIE now states:

'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 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 that FGM appears to have been carried out on a girl under 18. Those falling to report such cases will face disciplinary sanctions'

Appendix H – Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. Statutory guidance has been published

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, eg. Local Safeguarding Children Board (LSCB), police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means;
- Associated with known extremists
- Seeking to recruit others to an extremist ideology

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Trinity Academy is **Alan Evans**, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Trinity Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and PSHE to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- * Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix I: Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include – Safeguarding Policy for Schools and Education Services - September 2016

- Children who need alternative care because of parental illness
- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Appendix J: Children Missing Education:

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the local authority of any pupil who is to be deleted from the admission register because s/he –

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within country or moved abroad but failed to notify the school of the change)
- Displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the school at the end of that period; or
- Has been permanently excluded

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'

Further information can be found in 'Children Missing Education: statutory guidance for local authorities – September 2016'

Appendix K: Peer on Peer Abuse:

At Trinity Academy we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Bullying
- Radicalisation
- Abuse in intimate friendships
- Children who display sexually harmful behaviour
- Gang associated and serious violence
- Technology can be used for bullying and other abusive behaviour

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

A difficult feature of peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Details some of the complicated reasons children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional violence.

- The child may have viewed sexually explicit movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.
- Peer abuse must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home.

Preventing Peer on Peer Abuse:

Peer abuse can be prevented. Adults who work with children must be aware of the potential for abuse between children.

- Having clear robust policies on dealing with key issues such as cyber bullying.
- Ensuring staff and students are aware of the policies.
- Identify any blind spots within the school
- Supervise and be aware of potential risky areas, tents in play areas etc.
- Pay attention and monitor children who are sneaking off in areas out of view.
- Take steps to prevent isolation.
- Separate children if needed.
- Increase supervision during key times.
- If you suspect a child is abusing another, ensure you pass this onto a Designated Person.

Where risk is identified having a student risk assessment in place

Signed on behalf of the Governing Body:



Peter Carter (Chairperson of the Board)

Date: 11.10.17

