

# Child Protection and Safeguarding Policy

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## 1. Rationale and definitions

At Trinity All Saints Primary School, there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. For this reason, we regard the need for safeguarding children from all harm as vitally important. The school recognizes its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse, by following the Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education', September 2023.

We believe that every child regardless of age has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged. The 2010 Equality Act ensures discriminations (direct and indirect), harassment and victimization are challenged to ensure equality. This policy is written and reviewed considering this Act to ensure the school is fulfilling its statutory duty.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. To achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of harm. Staff will always consider, what is in the best interests of the child.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care as stated in our Vision Statement. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff, however, staff must not promise secrecy. If concerns arise a referral must be made to the designated safeguarding lead in addition to appropriate agencies to safeguard the child's welfare.

### Definition of Safeguarding and promoting the welfare of the child:

In keeping Children Safe in Education (2023), the definition of safeguarding and promoting the welfare of the child is given as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Keeping Children Safe in Education (2023), additionally states that, "Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child."

The information within Keeping Children Safe in Education (2023), including the above definition and statement, are at the forefront of everything we do to safeguard children at Trinity All Saints Primary School.

## 2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education 2023](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should 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

Although all staff have a responsibility of care, the Designated Safeguarding Lead has specific responsibility for reporting and acting upon all issues of child protection. Set procedures are in place for reporting and dealing with individual concerns. All staff have a duty to report his or her concerns as soon as possible to a member of the Safeguarding Team, **Catherine Taylor** (Designated Safeguarding Lead, Headteacher ), **Lynne Armstrong** (Deputy DSL, Assistant Headteacher) **Vicki Sharp** (Deputy DSL, Phase Leader). The designated Link Governor is **Mary Morgan**.

- CP procedures are reviewed regularly by the safeguarding team who meet half termly.
- Class teachers, teaching assistants, lunchtime staff and admin staff have a login for the CPOMS system on which to record concerns.
- Members of staff and volunteers are not required to investigate suspicions; if somebody believes that a child is suffering or may be at risk of suffering abuse or harm (see appendix 1 for definitions of abuse) or if anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused, makes an allegation against a member of staff, they should do the following
  - Staff must always record what they have seen, heard or know accurately at the time the event occurs on CPOMS.
  - Volunteers must share their concerns with a DSL (or headteacher if the allegation is about a member of staff). DSL's may refer the matter to the relevant Children's Services.

To this end, volunteers and staff will follow the procedures below;

- We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential record of any incidents and with the requirements of LA Safeguarding Children Board.
- Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.
- All members of the Safeguarding team have completed Named Person training and collaboratively respond to concerns.
- Copies of the Child Protection & Safeguarding Policy and other relevant policies are provided to staff at induction.
- Where a member of staff or volunteer who believes that a child is at risk and that their concerns have not been addressed, it is their duty to refer their concern directly to Children's Services on 01274 435600.

### 4. DSL (and deputy) and Safeguarding Governor arrangements:

#### DESIGNATED SAFEGUARDING LEAD (Named Person)

The designated safeguarding lead (Named Person) for child protection in this school is **Catherine Taylor** (HT)

In her absence, these matters will be dealt with by: **Lynne Armstrong** (Deputy Designated Safeguarding Lead) or **Vicki Sharp** (Deputy Designated Safeguarding Lead)

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection and safeguarding issues. The DSL should ensure the relevant people are informed, including the class teacher where appropriate, who may monitor the situation. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The school recognizes that the DSL must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a member of the senior management team. All members of staff (including volunteers) must be made aware of who this person is and what their role is. The DSL will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The DSL is the first person to whom members of staff report concerns. The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA.

N.B. The DSL is not responsible for dealing with allegations made against members of staff. This remains the responsibility of the head teacher. See section 7.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm
- Cascade safeguarding advice and guidance issued by the LA
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask Children's Services to investigate further
- Ensure each member of staff and volunteers at the school, and regular visitors (such as staff from Council agencies, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Ensure that this policy is updated and reviewed annually, and published on the website, and work with the designated governor for safeguarding regarding this.
- Be able to keep detailed accurate secure written and/or electrical records of referrals/concerns and ensure that these are held in a secure place.
- Ensure parents are aware of the safeguarding & child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The designated safeguarding lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how the LA operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

#### **DESIGNATED GOVERNOR**

The Designated Governor for safeguarding at this school is:

#### **Mrs Mary Morgan**

Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the DSL is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by the LA Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity

- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action and to make a referral to the Disclosure and Barring Service where necessary

## **5. Working with other agencies**

Working in partnership with other agencies is integral in safeguarding our children. We will work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners to help keep children safe.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Within Bradford, these partners make up the Bradford Partnership and Trinity All Saints CE Primary School will work as a relevant agency to provide information to enable these services to fulfill their statutory duties.

## **6. Monitoring attendance**

Children's attendance at school is important to both their education and their well-being.

Vicky Frasse-Sombet is our Office Manager with responsibility for attendance and she (with the support of the office staff) monitors the attendance of children within school.

Where any child we expect to attend school doesn't attend, or stops attending, the team will:

- Follow up on their absence with their parents or carers, by making phone calls, ping, email on the 1<sup>st</sup> day of absence
- Advise and support on home visits conducted by the DSL and DDSL, where there are general safeguarding concerns, queries about a persistently absent child or just to check that a child is too unwell to attend.
- Document and monitor all children with absence on a daily basis.
- Follow up on a home visit, speak to parents, run attendance meetings in collaboration with Head Teacher
- Fill in a CME form where a child has not attended in school for 20 days and the date of return has not been pre-arranged with the school

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This includes having details of additional family members to contact when necessary and also by collecting email addresses for parents/carers.

The Headteacher and supporting staff when asked, will work with families who are persistently absent to improve their attendance and reports to Governors about whole school attendance and anonymised case studies for specific families.

## **7. Child-on-Child abuse, Radicalisation, CSE & CCE**

### **Child-on-Child abuse**

Keeping Children Safe in Education September 2023 paragraphs 32 states that child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between children
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with intervention of viewing genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In the event of child on child abuse being suspected, staff will follow the procedures as outlined in Section 3 of this policy, recording concerns and passing them via CPOMS or paper copy to the Designated Safeguarding Lead or Deputy who will follow referral procedures to the local authority if required.

We recognise that we have a duty of care to all pupils and, in the case of child on child abuse, will support both the abuser and the victim working effectively in partnership with other professionals in order to ensure that all children have the best outcomes.

### **Radicalisation**

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The Counter-Terrorism and Security Act (June 2015) legally requires schools to have 'due regard to the need to prevent people from being drawn into terrorism' (the Prevent Duty).

School staff should use their professional judgement in identifying children who might be at risk of radicalisation, and general safeguarding principles apply to keeping children safe.

It is the responsibility of the Headteacher, to make an informed decision as to whether to make a referral to the Channel program within the LA. Some common signs are: absence, missing possessions, repeated bruising, being distressed, fear, explicit language, damages to work, anger issues. Referrals will be made using the prevent referral form (Appendix 3).

### **Child sexual exploitation & Child criminal exploitation**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

School staff are aware of the possible indicators of CSE and CCE from Keeping Children Safe in Education and will follow the procedures set out in Section 3 of this document to report any concerns that they have for children within school. The Safeguarding Team will discuss any concerns that are brought to them and ask for advice from the Education Safeguarding Team if unsure of whether to make a referral.

School staff are also aware of **Contextual Safeguarding** and understand that they must focus on the lived experience of the children. Training is also given to support staff's understanding of **FGM** and **County Lines**, and common signs to be aware of.

### **8. Concerns about a staff member, supply teacher or volunteer**

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

If anyone alleges that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

NB: The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by LA SCB.

The head teacher will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response. The head teacher (or chair of governors) will gather information about the allegation and report these without delay to the Local Authority.

The LADO should be contacted through the Duty LADO (Local Authority Designated Officer) number on 01274 435600 or [LADO@bradford.gov.uk](mailto:LADO@bradford.gov.uk). Following LADO direction, the school will proceed in accordance with LA proceedings.

We will 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 refer potential cases of teacher misconduct to the Teaching Regulation Agency (through the School Business Manager). We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk), in line with government guidance.

### **9. Children deemed at risk & children who are looked after**

The DSL (or another member of the Safeguarding Team in their absence) may refer concerns to Bradford CSC (Children's Social Care) if they feel that the concerns meet the Threshold after consulting the Continuum of Need. This is done through contacting the Integrated Front Door 01274 433999 and following this up with a Multi-Agency Referral Form (MARF).

CSC will then decide on the necessary action which may include completing a Section 47 Assessment, calling a Strategy Meeting and/or calling an Initial Child Protection Case Conference, possibly resulting in a Child in Need or a Child Protection Plan.

- In instances where a Child in Need or Child Protection Plan is put in place for a child attending Trinity All Saints, the school will make every effort to enable staff to attend meetings relating to individual child protection cases and provide written reports when asked to do so.
- The DSL will inform staff of children on the Child Protection Register on a 'needs-to-know' basis.
- It is the responsibility of the DSL, to notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- It is the responsibility of the DSL, to ensure that when a pupil on the child protection register leaves the school, their information is transferred to the new school immediately and the child's social worker is informed.

**Catherine Taylor and Lynne Armstrong** – alongside Jo Byndloss (SEND lead) promote the educational achievement of **children who are looked after** or who have been previously looked after. They work in liaison with the LA virtual school headteacher and Children's Social Care professionals in this role.

### **Sensitivity & Responsibility**

Although it is important to be sensitive when dealing with child protection issues, staff should remember that these procedures have been established to protect the individual child, not to keep a comfortable relationship with individual families. As it states in Keeping Children Safe in Education September 2020 paragraph 2, "all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child."

### **10. Safeguarding all children**

At Trinity All Saints, children's well-being is integral in everything that we do. Through our school vision, values, PSHE curriculum and Restorative Practices, we actively encourage children to talk about their emotions and speak up when there is a problem.

Our staff understand the importance of being alert to, and reporting, signs of abuse or concerns for pupils' mental health for any child within the school.

Our aim is to be able to work with families wherever possible to support children, which may include making referrals to **Early Help**, with the family's consent, or signposting them to other services which may be able to offer advice and support in difficult times.

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the Staff Handbook and school's policies on:

- Personal, Social and Health Education, and Sex and Relationships Education;
- Anti-bullying
- Recruitment and Selection
- E-Safety
- Behaviour Policy
- Health & Safety
- Fire Safety
- Educational Visits
- Attendance
- Inclusion and SEN



- First Aid and Administration of Medicines
- Whistle Blowing

### **11. Online safety**

Our E-safety Lead is David Morris who is responsible for online safety within school. This includes co-ordinating with E-ICT on school filters and the monitoring of devices within school. We follow a Computing curriculum which embeds online safety objectives for each year group and invite external agencies to enrich this curriculum where appropriate.

We log online safety concerns on CPOMS and these are followed up by our E-safety Lead if they are within school and by the Headteacher if they occur at home.

We also aim to offer advice and support to parents and carers around online safety. This includes sessions delivered by the E-safety Lead and PCSOs.

### **12. Mental health**

As is stated in Keeping Children Safe in Education 2023, paragraph 45, ‘All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.’

Where concerns about a child’s mental health is believed to be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, this will be logged on CPOMS and the normal school procedures will be followed.

### **13. Serious Violence**

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

### **14. Staff and volunteer recruitment**

#### **Staff:**

To ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained, and supervised.

We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education” and ensure we meet the requirements to have experienced and trained governors in Safer Recruitment, in particular:

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant’s suitability to work with children
- Check that all adults with substantial access to children at this school have an enhanced DBS and barred list check before starting work, and prior to confirmation of appointment

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for

#### **Volunteers:**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same safeguarding consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the School Business Manager and monitored by the DSL and Head Teacher.

### **15. Safeguarding induction and training**

New staff and volunteers receive a safeguarding induction from the DSL or Deputy DSL where the Child Protection & Safeguarding Policy is read through, the procedures explained and the Keeping Children Safe in Education document discussed. Students and work experience students will have a meeting with **Chessie Fox** the Student co-ordinator. They will receive a copy of our Volunteers Code of Practice which gives important Child Protection and Safeguarding information such as the members of the Safeguarding Team and how to deal with a concern that a child has raised.

All members of staff at school receive child protection training in September where any changes to procedures will be addressed. All staff must sign to say that they have read the latest Keeping Children Safe in Education in September or as soon as is possible after their start date.

The DSL and Deputy DSL will receive specific training around their responsibilities in leading Safeguarding in school at least every two years. Information from this training will be cascaded to other members of staff where appropriate.

All named people on the Safeguarding Team will renew their training at least every 2 years.

### **16. Photographing Children**

We will not allow others to photograph or film pupils during a school activity without the parent's permission. Parents may take photographs of their own children at the end of an assembly/presentation/performance etc. with no other children in shot.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff may take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

### **17. Confidentiality**

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

### **18. Conduct of Staff**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, or social media
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and LA Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

### **19. Physical intervention & restraint**

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger,
- the child is in danger of seriously damaging property, or
- the member of staff has received suitable training.

### **20. Security, Child safety & Abscondment**

The Head teacher (Assistant Head Teacher in her absence) has overall responsibility for the safety of children both on and off school premises. The school has installed a secure door entry system .

Procedures have also been established to ensure that all external doors are locked at the start of each school day. For fire safety reasons, these doors unlock to allow easy exit from within the school building and this does therefore present opportunities for children to leave the school building un-accompanied. If such an incident should occur:

- The disappearance of any child should be brought to the immediate attention of the headteacher.
- Witnesses to the incident should be brought to the head teacher.
- Evidence taken from children should be taken according to set protocol
- Try to ascertain from witnesses whether the child has left the school grounds.
- If unsure, the headteacher will organize a search party of the building, with staff being detailed to check different areas of the building and grounds.
- If the child is not found, then the police and parents will be contacted immediately and a search will begin of the local area and follow at a safe distance.
- The incident must be kept confidential by staff; the chair of governors informed immediately and the Local Authority contacted.

### **21. Before and after school activities**

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

### **22. Contracted services**

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

### **23. Monitoring arrangements**

This policy will be reviewed annually by the Safeguarding Team and, at every review, it will be approved by the full governing body.

### **24. Links with other policies**

This policy links to the following policies and procedures:

- Staff handbook/code of conduct
- Personal, Social and Health Education, and Sex and Relationships Education;
- Anti-bullying
- Recruitment and Selection
- Acceptable Use of ICT and Social Media
- E-Safety
- Behaviour Policy

- Health & Safety
- Fire Safety Risk Assessment
- Educational Visits
- Attendance
- Inclusion and SEN
- First Aid and Administration of Medicines
- Whistle Blowing

## Appendix 1

### Indicators of abuse and neglect – Keeping Children Safe in Education 2023

26. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

28. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

29. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

30. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Appendix 2

### Trinity All Saints CE Primary School Statement regarding child protection and the taking and use of photographic images

#### SCHOOL

Trinity All Saints CE Primary School takes and uses photographic images of children to:

- Promote the life of the school for both current and future parents,
- Ensure a positive and effective learning environment,
- Provide evidence of our activities and achievements, supporting both our assessment procedures and our accountability as a public organization.

In some situations, this material might be made accessible to the wider community via the school prospectus, school calendar, website or newspaper articles.

In such situations the school will endeavour to:

- Take photographs of groups rather than of individual pupils.
- Take distant, rather than close up images.
- Not include the names, personal details or addresses of pupils
- Meet the wishes of individual parents as far as they are practically possible.
- Regularly update staff with the names of pupils who have photographic restrictions placed on them

#### PARENTS

When taking photos or video images of assemblies, productions, etc parents must:

- Respect any school request to refrain from taking any photographs or video images until the end of the activity.
- Refrain from taking photographs or video images of any *individual* child, other than their own.
- Only take photographs or video images for their own family use.
- Not include images that identify individuals or the school on Social Networking sites.
- Parents must also:
  - Inform the school if they are unhappy with any images that may have been taken of their child
  - Gain written approval from the school before any photographic or video image is shared in the public domain.

Signed by ..... Headteacher

Signed by .....\_(On Behalf of Governors)

Date 11 March 2024

Updated 25 June 2024 with new Prevent Referral Form

Appendix 3: Prevent Referral Form

# National Prevent referral form

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**This form is designed to help articulate a concern under Prevent – where you are worried a person is susceptible to radicalisation. Complete as much of the form as you are able; doing so will ensure that the person gets the help they need to keep them and others safe.**

If you are a member of public sector staff, and would like to check your concern, you should contact your organisation's Designated Safeguarding Lead (DSL) or equivalent. If you are a member of the public and are concerned about someone, you should call the Act Early Support Line on 0800 011 3764, in confidence to share your concerns with a specially trained officer or you can call the Anti-Terrorism Hotline on 0800 789 321. More information on what to do if you have a concern is available under 'Get help for radicalisation concerns' on GOV.UK.

If you are deaf, hard of hearing or have a speech impairment, a police non-emergency number is available as a text phone service on 18001 101. Remember, in an emergency dial 999.

Once you have completed this form it is essential that you submit it to the police directly, or your DSL or equivalent will do this on your behalf. Where possible you will receive a response on your referral, but this is not always possible due to data-protection considerations and other sensitivities.

Where possible, do not leave any gaps, as the police may have to contact you to gather more information which will delay the process. If you cannot answer a question, explain why in the text box provided.



1

## Details of person being referred

Complete where information is known and applicable.

This information will not be used to assess whether a referral should be adopted. Any personal data provided may support Equality Act obligations. Please only provide personal data if this information is already known from an official source or was provided by the person in question.

Surname	<input type="text"/>
First name(s)	<input type="text"/>
Date of birth or approximate age	<input type="text"/>
Gender	<input type="text"/>
Ethnicity	<input type="text"/>
Nationality	<input type="text"/>
Immigration or asylum status	<input type="text"/>
First language	<input type="text"/>
Religion	<input type="text"/>
Current address	<input type="text"/>
Phone number	<input type="text"/>
Email address	<input type="text"/>
Social media identifiers for example, usernames and platforms	<input type="text"/>
Parent or guardian contact details	<input type="text"/>

Any other details that may be relevant to the concern

A large, empty rectangular box with a thin black border, intended for providing additional details relevant to the concern.

Describe your concerns relevant to Prevent

2

How/why did the person first come to your notice?

What is the person's ideology or belief of concern if known? For example, extreme right-wing terrorism (ERWT), Islamist terrorism, left wing, anarchist and single-issue terrorism (LASIT)

What specific concerns do you have? Such as, have they had contact with extremist groups or people that worry you, discussed travel plans to a conflict zone, threatened anyone with violence, shown interest in hate crimes, extremists, or terrorism, or used their mobile phone, internet or social media in a way that worries you.

Describe any other concerns you may have.

**3 Relevant or concerning behaviours you have noticed**

Select the concerning behaviours you have noticed (if applicable).

- |   |  |
|---|--|
| <input type="checkbox"/> Absenteeism                          | <input type="checkbox"/> Abusive behaviour                   |
| <input type="checkbox"/> Anti-social behaviour                | <input type="checkbox"/> Becoming socially isolated          |
| <input type="checkbox"/> Change in appearance                 | <input type="checkbox"/> Closed to challenge                 |
| <input type="checkbox"/> Confrontational                      | <input type="checkbox"/> Concerning use of the internet      |
| <input type="checkbox"/> Expression of extremist views        | <input type="checkbox"/> Fixated on a topic or group         |
| <input type="checkbox"/> Interest in conspiracy narratives    | <input type="checkbox"/> Interest in extremist groups/causes |
| <input type="checkbox"/> Interest in weapons                  | <input type="checkbox"/> Legitimising use of violence        |
| <input type="checkbox"/> Quick to anger/use of violence       | <input type="checkbox"/> Seeking to recruit                  |
| <input type="checkbox"/> Self-harm                            | <input type="checkbox"/> Substance misuse                    |
| <input type="checkbox"/> Sudden abandonment of interests      | <input type="checkbox"/> Support for gender-based violence   |
| <input type="checkbox"/> 'Them and us' language               | <input type="checkbox"/> Use of inflammatory language        |
| <input type="checkbox"/> Use of symbolism linked to extremism | <input type="checkbox"/> Other                               |

Provide more detail on all the behaviours selected above or describe a behaviour not listed. If you require further space, attach additional sheets to the form.

4

## Additional factors

Select any which apply to the person if applicable.

- |  |  |
|--|--|
| <input type="checkbox"/> Access to weapons               | <input type="checkbox"/> Adolescence or period of transition |
| <input type="checkbox"/> Adverse childhood experiences   | <input type="checkbox"/> Disability                          |
| <input type="checkbox"/> Domestic abuse                  | <input type="checkbox"/> Extremist material                  |
| <input type="checkbox"/> Family breakdown                | <input type="checkbox"/> Family dispute                      |
| <input type="checkbox"/> Financial problems              | <input type="checkbox"/> Gang or group membership            |
| <input type="checkbox"/> History of violence             | <input type="checkbox"/> Homelessness                        |
| <input type="checkbox"/> Illness                         | <input type="checkbox"/> Learning disability                 |
| <input type="checkbox"/> Links to criminality            | <input type="checkbox"/> Loss or bereavement                 |
| <input type="checkbox"/> Mental health                   | <input type="checkbox"/> Neurodiversity                      |
| <input type="checkbox"/> Physical/emotional abuse        | <input type="checkbox"/> Sexual abuse                        |
| <input type="checkbox"/> So called honour-based violence | <input type="checkbox"/> Socially excluded                   |
| <input type="checkbox"/> Thoughts of suicide/self-harm   | <input type="checkbox"/> Trauma from conflict                |
| <input type="checkbox"/> Unemployment                    | <input type="checkbox"/> Victim of abuse                     |
| <input type="checkbox"/> Victim of crime                 | <input type="checkbox"/> Victim of hate crime                |
| <input type="checkbox"/> Other                           |  |

Provide more detail on all the factors selected above or describe a factor not listed. If you are not sure which behaviour categories are relevant, provide any details you can. If you require further space, attach additional sheets to the form.

5 Your details

Surname	<input type="text"/>
First name(s)	<input type="text"/>
Organisation	<input type="text"/>
Address of organisation	<input type="text"/>
Role or job title	<input type="text"/>
Phone number	<input type="text"/>
Email address	<input type="text"/>
Relationship to the person	<input type="text"/>

6 Details of the person who first identified the concern (if different from above)

Surname	<input type="text"/>
First name(s)	<input type="text"/>
Organisation	<input type="text"/>
Role or job title	<input type="text"/>
Phone number	<input type="text"/>
Email address	<input type="text"/>
Relationship to the person	<input type="text"/>

7 Details of the person you have shared the concern with

Provide the details of the person you have shared the concern with if known for example, your Designated Safeguarding Lead or equivalent, or Prevent police

Surname	<input type="text"/>
First name(s)	<input type="text"/>
Organisation	<input type="text"/>
Role or job title	<input type="text"/>
Relationship to the person	<input type="text"/>
Phone number	<input type="text"/>
Email address	<input type="text"/>

8 Relevant dates

Date concern was first identified	<input type="text"/>
Date of referral to Prevent	<input type="text"/>



9 Safeguarding considerations

Does the person have any stated or diagnosed disabilities, neurodiversity needs, or mental health issues?

Yes

No

If yes, provide further details of the diagnosis.

Have you discussed this person with your organisation's Designated Safeguarding Lead or equivalent (if applicable)?

Yes

No

What was the result of this discussion?

Does the person know you are sharing this concern?

Yes

No

If yes, describe the response

Have you taken any direct action with the person since this concern was identified?

Yes

No

If yes, describe the action and result

10

## Employment/education details of the person of concern

Current occupation and employer:

Previous occupation(s) and employer(s):

Current school/college/university:

Previous school/college/university:

Not currently in education or employed:

11

**If there is anything you have not been able to add to the form, but feel is relevant, please provide details or a contact number below**

Thank you for taking the time to make this referral.

You should now submit this form to  
fimucentral@ctpne.police.uk

or your Designated Safeguarding Lead or equivalent will do this for you.

Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent out to the relevant team or agency to provide the correct support for the person concerned.

The Home Office and Counter-Terrorism Policing regularly conduct research in order to continuously improve the delivery of Prevent, and may contact you to invite you to participate in such research.

Tick this box if you **do not** wish to be contacted for research-related purposes.