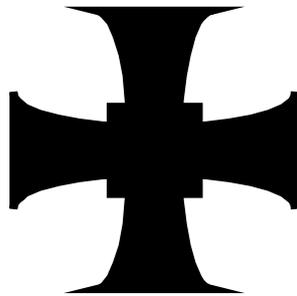


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

OVERARCHING SAFEGUARDING STATEMENT

Last Reviewed Feb 17	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2018	September 2018
Last Reviewed Sept 18	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2019	October 2019
	Updated to reflect changes made in Keeping Children Safe in Education 2020.	September 2020

Pastoral Committee

Reviewed: October 2020

Approved by the Pastoral Committee: November 2020

Ratified by the full Governing Body: December 2020

Next review: October 2021

At the time of printing in November 2020 the following roles were held:

Designated Safeguarding Lead: Mr Paul Charnock, Assistant Headteacher

Cover for Designated Safeguarding Lead: Mrs Tracy Studholme

Designated Teacher for Looked After & Previously Looked After Children, Mrs Jemma Leech

Designated Mental Health Lead, Mrs Jemma Leech

Governor with Safeguarding responsibility: Mrs S Aglionby

This policy refers to 'children', 'pupils' and 'students'.

INTRODUCTION

This Safeguarding Statement has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfE statutory guidance 'Keeping Children Safe in Education', September 2020; the DfE revised Statutory Framework for Early Years Foundation Stage, April 2017 and Working Together to Safeguard Children, July 2018. The school will also refer to and follow the guidance and procedures developed by the Cumbria Safeguarding Children Partnership (CSCP).

Because of our close day to day contact with children, education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage.

The Governing Body and staff of Trinity School take seriously our responsibility under Section 175 Education Act 2002 to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Our statement and supporting policies and procedures relate to all members of the school community including students, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within the safety of the physical environment provided for the students.

DEFINITION OF SAFEGUARDING

The statutory guidance 'Working together to Safeguard Children' defines the term Safeguarding as "protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes".

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including students' health, safety and wellbeing; managing behaviour and the use of reasonable force; meeting the needs of students with medical conditions; providing first aid; educational visits; intimate care and emotional wellbeing; online safety and associated issues; and appropriate arrangements to ensure school security, taking into account the local context.

It includes issues for schools such as neglect; physical abuse; sexual and emotional abuse; face to face and prejudice-based bullying; racial, disability, and homophobic or transphobic abuse; risks linked to using technology and social media, including cyber/online bullying, the risks of being groomed online for exploitation or radicalisation, and risks of accessing and generating inappropriate content e.g. sexting; peer on peer/child on child abuse (such as sexual violence and sexual harassment between children); gender-based violence/violence against women and girls; radicalisation and/or extremist behaviour; children missing education; child sexual exploitation and trafficking; child criminal exploitation including county lines; teenage relationship abuse; substance misuse; issues that may be specific to a local area or population, for example gang activity and youth violence; and particular issues affecting children including domestic violence, homelessness, so-called honour-based abuse (female genital mutilation, forced marriage, breast ironing etc.); fabricated or induced illness and poor parenting, particularly in relation to young children. (*Inspecting Safeguarding in Early Years, Education and Skills – September 2019*).

This Safeguarding Statement should therefore be read and understood alongside other school Policies and procedures which fall under the safeguarding 'umbrella' as listed at the end of this document. Related Policies and procedures can be found on the school network. Most are also available to access via the school website.

All relevant Policies and supporting procedures will be reviewed in accordance with the latest DfE Guidance by the Governing Body (or the persons nominated by them to approve such documents) that has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility. The Chair of Governors will liaise with the Designated Officer(s) from the Local Authority and partner agencies in the event of allegations of abuse made against the Headteacher. There is also a nominated Governor who will take leadership responsibility for the setting's safeguarding arrangements.

Our school is a community and all those directly connected (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. We welcome suggestions and comments from all these stakeholders contributing to this process.

ETHOS

Trinity School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Trinity School will endeavour to support the welfare and safety of all students through:

- maintaining children's welfare as our paramount concern;
- ensuring the content of the curriculum includes social and emotional aspects of learning;
- developing and implementing policies for tackling bullying; racist abuse; harassment and discrimination and ensuring these are included in the curriculum;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to;
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties;
- promoting a positive, supportive, neutral and secure environment where students can develop a sense of being valued and heard in their own right;
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- ensuring all staff are able to recognise the signs and symptoms of abuse through ongoing training and support and are aware of the school's procedures and lines of communication;
- protecting children from the risks of radicalisation as part of our Prevent duties;
- ensuring that staff are aware of the role of the Designated Safeguarding Lead and Deputies;
- provision of further training for staff/governors which will be updated regularly and inclusion of child protection issues in the induction of new staff/governors;
- ensuring we practice safe recruitment in checking the suitability of staff, governors and volunteers to work with children;

- monitoring children and young people who have been identified as having welfare or protection concerns, particularly those who are looked after or previously looked after by the Local Authority; keeping confidential records which are stored securely and shared appropriately with other professionals;
- having arrangements in place to support children with special educational needs or disabilities (SEND) having regard to the Special Educational Needs (SEN) Code of Practice and have identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO);
- developing effective and supportive liaison with other agencies;
- implementation of documented safeguarding and health and safety policies including the organisation and arrangements for maintaining the health, safety and welfare of all those involved with the school, including students, which include:
 - assessing risks to children and developing and implementing effective controls to prevent accidents, incidents and infectious diseases;
 - ensuring there is sufficient first aid provision in the form of equipment and appropriately trained staff both in school, extended schools on educational visits;
 - ensuring that procedures in line with the Outdoor Education Advisers Panel (OEAP) National Guidance <http://oeapng.info/> guidelines are followed and implemented in relation to learning outside the classroom/educational visits including the need for adequate planning, supervision and risk assessment;
 - ensuring a clear policy on managing medicines is implemented to meet the needs of students with short or long-term medical needs and medication is only administered in accordance with school policy;
 - ensuring staff are familiar with the protocols for intimate care and maintaining dignity in line with school Policy;
 - ensuring staff, students and parents are familiar with the Whole School Expectations for Learning Behaviour Policy which includes the use of discipline, sanctions and rewards and which also focusses on preventing and reacting to cases of peer on peer abuse, bullying and cyberbullying;
 - ensuring staff are aware of the definition of reasonable force and when this can be used and that sufficient staff have been trained in de-escalation and positive handling techniques;
 - ensuring accidents are recorded, reported and investigated where necessary to prevent similar incidents from occurring;
 - inspection and maintenance of the grounds including trees and physical site security measures to safeguard students, staff and any other users of premises;
 - inspection and maintenance of equipment, machinery and services in line with current legislation and manufacturer's instructions by competent person with records held in the School Buildings Register;
 - ensuring staff receive adequate induction and regular training and instruction in subjects which maintain the health, safety and welfare of themselves and others (including children) such as safeguarding and child protection; first aid, manual handling, lifting and handling, positive handling, food hygiene, use of machinery, safe use of hazardous substances, physical education, educational visits, fire safety, risk assessments etc.
 - children receive regular instruction in fire safety and participate in regular fire drills/practices;
 - ensuring hazardous substances including asbestos containing materials, radon and water hygiene (legionella) are managed in line with relevant legislation;
 - ensuring meals, snacks and drinks provided to children are healthy, balanced and nutritious and ensuring fresh drinking water is accessible at all times;
 - obtaining information before a child starts school about any special dietary requirements, food allergies and special health requirements, and ensuring all relevant personnel are aware of these;

- ensuring there are suitable facilities for the hygienic preparation of food and ensuring that those responsible for preparing and handling food are competent to do so;
- securely maintaining student data, including digital images in line with the Data Protection Act and school Policy;
- including internet and communication safety in the curriculum in line with school Policies to enable children to access technology safely;
- ensuring that the use of technologies including mobile phones and cameras by students, staff and others is managed effectively in line with school Policies and procedures are in place to prevent and manage instances of cyberbullying;
- ensuring children are adequately supervised during the school day, extended schools and on off site visits including break times and before and after school;
- ensuring there is adequate pedestrian-vehicle separation on school grounds;
- ensuring only local transport is hired where seat belts are fitted and ensuring children wear them;
- ensuring vehicles in which children are being transported, and the driver of those vehicles, are adequately insured;
- ensuring we only release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised.
- ensuring we take all reasonable steps to prevent unauthorised persons entering the premises;
- ensuring the dangers of the sun form part of the Personal Development/science curriculum; parents are informed of school sun safety procedures and staff are proactive in sun safety measures in line with school Policy.

PARTNERSHIPS WITH OTHERS

Schools do not operate in isolation. The welfare of children is the corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. Trinity School follows Cumbria Child Protection Procedures (as endorsed by the Cumbria Safeguarding Children Partnership and has links with the Local Authority, the School Health Service, the local police, Children's Centre's, the Extended Schools Service and the Education Social Care Service.

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures as outlined on the Cumbria Safeguarding Children Partnership website and within the ***School Child Protection Policy***.

TRAINING AND SUPPORT

Our school will ensure that the Designated Safeguarding Lead and their Deputy undergo suitable child protection training which is updated every 2 years; all staff including the Headteacher, the designated teacher (children looked after and previously looked-after children), the designated governor and the governing body undergo training relevant to their roles which is updated regularly. All other staff who work in the school and/or with children will undertake appropriate child protection awareness training to equip them to meet their responsibilities for child protection effectively.

There is a designated Health and Safety Coordinator in school who has received appropriate training in relation to their role e.g. IOSH Managing Safely in Schools training or similar.

There is a Designated Mental Health Lead in school who is a member of the Senior Leadership Team, who will work with the DSL when children are identified with mental health concerns.

Although this is now no longer a legal requirement, in accordance with good practice guidelines, there is also a designated Educational Visits Coordinator who has received training and refresher training in planning and managing off-site visits.

There is a staff training plan in place to ensure all relevant staff receive appropriate training as per legislative requirements and good practice to protect both themselves and children. Designated staff training will include for example health and safety induction, first aid, asbestos management, fire safety, positive handling, moving and handling, minibuses drivers, risk assessment, food hygiene, safe use of machinery and other training commensurate with the roles and responsibilities of departmental staff.

PROFESSIONAL CONFIDENTIALITY

Our school has a clear confidentiality policy which forms part of the School Child Protection Policy which is reviewed annually as part of full governors and Initial Staff Inset and is presented to all working adults within the school.

SAFER RECRUITMENT AND SELECTION

The school pays full regard to the DfE statutory guidance 'Keeping Children Safe in Education' (Sept 2020). The Governing Body/Proprietor will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to carry out appropriate checks on staff or others who work unsupervised with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring those without full checks are appropriately supervised. Trinity School has a Staff Appointments Policy and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body /Proprietor ensure that at least one person on any appointment panel has attended safer recruitment training.

Further details can be found in the ***School Child Protection Policy and the Staff Appointments Policy***.

DBS REFERRAL

The Disclosure and Barring Service's (DBS) role is to help prevent unsuitable people from working with children and vulnerable adults.

Referrals are made to the DBS when an employer or an organisation, has concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults. In these circumstances the employer or regulatory body must make a referral to the DBS. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Disclosure and Barring Service (DBS).

The responsible senior manager (usually the Designated Safeguarding Lead) will **also** contact the Local Authority Designated Officer (LADO) if the member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff members conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria Safeguarding Children Partnership (formerly LSCB) website and the ***School Child Protection Policy***.

RELATED SCHOOL POLICIES and in some cases related addendum for local Covid-19 lockdowns

(to be read and followed alongside this document)

- Child Protection Policy
- E-Safety Policy
- Whole School Expectations for Learning Behaviour Policy including procedures for preventing and dealing with Bullying (Peer on Peer Abuse) and Racism, Positive Handling, Support and Physical Intervention Procedures etc.
- Relationship (and Sex) Education and Health Education Policy
- Staff Appointments Policy
- Single Equality Plan/Objectives
- School Drugs Policy
- GDPR Policy
- Special Educational Needs Policy
- Supporting Students with Medical Needs in School Policy