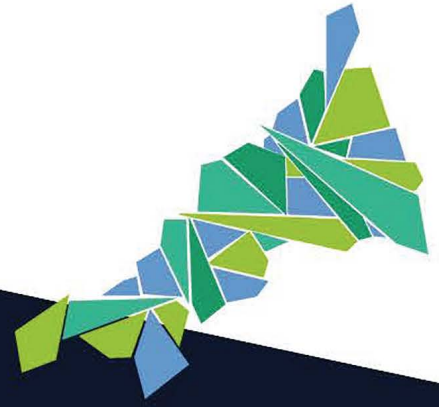




# St Francis

CofE Primary School



Version Number	V3 - Updated July 2023 in line with DfE guidance and KCSIE
Date Adopted by Governors	14th July 2023
Scheduled Review Date	July 2024 (sooner if changes to KCSIE or other guidance)
Statutory or Best Practice Policy	Statutory
School or Trust Policy	Trust

We want to ensure that your needs are met.  
If you would like this information in any other format, please contact us on  
01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk).

#AsOne  
Kernow Learning

This policy is based on the template first sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016 and has been updated annually in line with changes to Keeping Children Safe in Education and Working Together to Safeguard Children.

**This policy now reflects Keeping Children Safe in Education 2023: Statutory guidance for schools and colleges. The next review will take place in July 2024 or in line with any new guidance issued.**



## **Keeping Children Safe in Education (KCSiE) Child Protection and Safeguarding Policy**

**“Safeguarding is everyone’s responsibility”**

### **Key Information for Kernow Learning**

- This policy was reviewed and adopted: 14<sup>th</sup> July 2023
- The policy will be reviewed on: July 2024 or sooner if required
- The Trust Designated Safeguarding Lead (DSL) is: Lisa Farmer
- The Trust Online Safeguarding lead is: Lisa Farmer
- The Trust Designated Teacher for Children in Care is: Lisa Farmer
- The Trust Single Point of Contact (SPOC) for the Prevent agenda is: Lisa Farmer
- The Trust Child Sexual Exploitation Lead is: Lisa Farmer
- The Trust Safeguarding Trustee is: Derek Rushton
- The Trust Whistleblowing Officer is: David Houghton

### **Key Information for St Francis C of E Primary School**

- The School Designated Safeguarding Lead (DSL) is: Rachel Marsh
- The School Deputy Designated Safeguarding Leads (DDSL) are: Nicky Sleeman and Steff Harris
- The School Designated Teacher for Children in Care is: Rachel Marsh
- The School Single Point of Contact (SPOC) for the Prevent agenda is: Rachel Marsh
- The School Child Sexual Exploitation Lead is: Rachel Marsh
- The school Mental Health Lead is: Nicky Sutton
- The School SENCO is: Jo Hambly
- The school Educational Visits Co-Ordinator is: Gwyn Gowing
- The school RSHE lead is: Nicky Sutton
- The School Safeguarding Governor is: Chrissy Hourigan

## Title page and key contacts within school

<b>CONTENTS PAGE</b>	1-2
<b>1. <u>Introduction and Context</u></b>	3
1.1 Our responsibilities	
1.2 Meeting your communication needs	
1.3 Terminology	
1.4 Acronyms	
1.5 Key Documents	
<b>2. <u>Our Principles</u></b>	8
2.1 Key elements of this policy	
<b>3. <u>Early Help (with local referral contacts)</u></b>	9
<b>4. <u>Child Abuse</u></b>	10
4.1 Physical Abuse	
4.2 Emotional Abuse	
4.3 Sexual Abuse	
4.4 Neglect	
4.5 Bullying - Cyberbullying	
<b>5. <u>Reporting your concerns- making a referral</u></b>	12
5.1 General Principles	
5.2 If the DSL/DDSL are not available	
5.3 Contact MARU	
5.4 Making a referral in writing	
5.5 Informing Parents	
5.6 Resolution of Professional Differences	
5.7 If the child/family are already known to Social Care	
<b>6. <u>Specific Safeguarding Issues</u></b>	14
6.1 Child Sexual Exploitation (CSE)	
6.2 Extremism/ Radicalisation/PREVENT	
6.3 Honour based Abuse	
6.4 Female Genital Mutilation (FGM)	
6.5 Forced Marriage	
6.6 Child on Child Abuse	
6.7 Sexual violence and sexual harassment between children in schools	
6.8 Vulnerable children including Special educational Needs and Disabilities, Mental Health and LGBTQ+	
6.9 Online Safety including filtering	
6.10 Domestic Abuse	
6.11 Children Missing Education	
6.12 Looked after Children and previously looked after children	
6.13 Young Carers	
6.14 Private Fostering	
6.15 Modern Slavery & Human Trafficking	
6.16 Contextual Safeguarding	
6.17 Child Criminal Exploitation: county lines (criminal sexual or otherwise)	



6.18 Serious Violence	
6.19 Special Circumstances including the role of the Appropriate Adult during police investigations	
6.20 Homelessness	
6.21 Child Mental Health	
<b>7. <u>Confidentiality and Information Sharing</u></b>	<b>26</b>
<b>8. <u>Record Keeping</u></b>	<b>27</b>
<b>9. <u>Allegations against Staff</u></b>	<b>28</b>
<b>10. <u>Whistleblowing</u></b>	<b>30</b>
<b>11. <u>Safeguarding roles and responsibilities</u></b>	<b>30</b>
11.1 Designated Safeguarding Lead	
11.2 Deputy Designated Safeguarding Lead	
11.3 Governing Body including the role of the safeguarding governor	
<b>12. <u>Safer Recruitment</u></b>	<b>31</b>
<b>13. <u>Attendance at Child Protection Conference</u></b>	<b>31</b>
<b>14. <u>Training</u></b>	<b>32</b>
<b>15. <u>Extended School and Off-site arrangements</u></b>	<b>33</b>
<b>16. <u>External visitors</u></b>	<b>33</b>
<b>17. <u>Photography and Images</u></b>	<b>33</b>
<b>18. <u>Supporting Staff ***NSPCC, Samaritans, GP</u></b>	<b>33</b>
<b><u>APPENDICES:</u></b>	
<b>Appendix A: Signs and Indicators of abuse</b>	<b>35</b>
<b>Appendix B: Managing a Disclosure of Abuse</b>	<b>39</b>
<b>Appendix C: Procedures if an allegation is made against a member of staff</b>	<b>41</b>
<b>Appendix D: Key Roles and Responsibilities</b>	<b>42</b>
<b>Appendix E: Key messages from Serious Case Reviews</b>	<b>44</b>



## 1. Introduction and Context:

### 1.1 Our responsibilities

**Section 175 of the Education Act 2002** places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children.

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

These duties are further reinforced within KCSiE - Statutory Guidance for schools and colleges: Revised guidance September 2023. **This guidance must be adhered to in full by all schools and colleges.**

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors, and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies.



Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

This policy develops procedures and good practice within our schools, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide safe and welcoming environments where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our schools and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it. The policy will be accessible to all visitors to the schools, including temporary staff, volunteers, parents and carers through the schools websites and hard copies will be available.

**Safeguarding and promoting the welfare of children** means:

- 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
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in KCSiE (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



### **Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see 6.8)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's poor mental health
- Are looked after or previously looked after (see section 6.12)

### **1.2 Meeting your communication needs**

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

### **1.3 Terminology**

- **Child** includes everyone under the age of 18 years old
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example stepparents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Body** – refers to all forms of governance within a multi academy trust, academy, independent or maintained school
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- **Children in Need** refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are



required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

#### **1.4 Acronyms used in this policy**

**DSL – Designated Safeguarding Lead**

**DDSL – Deputy Designated Safeguarding Lead**

**MARU – Multi Agency Referral Unit**

**CSE – Child Sexual Exploitation**

**FGM – Female Genital Mutilation**

**KCSIE – Keeping Children Safe in Education (Revised September 2023)**

**SCP – Safeguarding Children Partnership**

**LADO – Local Authority Designated Officer**

**CIC – Children in Care**

**CIOS – Cornwall and Isles of Scilly**

**SEND – Special Educational Needs and Disability**

#### **1.5 Key Documents**

This is an overarching policy and should be read in conjunction with the following documents:

[Keeping Children Safe in Education – September 2023](#) which is the statutory guidance for Schools and Colleges.

[Working Together to Safeguard Children - 2013](#) further revised July 2018 and briefly July 2022, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. This guidance applies in its entirety to all schools.

[School Attendance – Guidance for maintained schools, academies, independent schools and local authorities - May 2022](#)

[Opportunity for all – strong schools with great teachers for your children - March 2022](#)

[What to do if worried a child is being abused: Advice for Practitioner – March 2015](#)

[Information sharing advice for safeguarding practitioners - June 2023](#)

[The UN Convention on the rights of the child – with particular focus on Articles 3, 12 13, 14, 16, 17, 18, 19, 22, 23, 25, 27, 28, 29, 30, 31, 33, 34, 35](#)

[Relationships, Relationships and Sex Education and Health Education statutory guidance - September 2021](#)

[OFSTED Education Inspection Framework with specific reference to Inspecting in early years, education and skills settings - July 2022](#)





[The Prevent Duty Departmental, advice for Schools and child care providers – June 2015](#)

[Multi agency Statutory Guidance on Female Genital Mutilation – July 2010](#)

[Children Missing Education- Statutory guidance for local authorities – September 2016](#)

[Multi agency Statutory Guidance for dealing with Forced Marriage – June 2022](#)

[Child Sexual Exploitation Definition and a guide for Practitioners – February 2017](#)

[Improving responses to sexual abuse of Black, Asian and minority ethnic children - March 21](#)

[County Lines: Criminal Exploitation of children and vulnerable adults – March 2022](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance - September 2018](#)

[The General Data Protection Regulation \(GDPR\) and Data Protection Act 2018](#)

[The scale and nature of child sexual abuse: Review of evidence \(csacentre.org.uk\)](#)

[Domestic Abuse Act 2021 \(legislation.gov.uk\)](#)

[Education and Training \(Welfare of Children\) Act 2021 \(legislation.gov.uk\)](#)

Cornwall and Isles of Scilly Multi Agency Safeguarding Children Partnership Guidance available via [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk) which includes:

- Multi Agency Threshold Tool July 2018
- Conflict Resolution Policy (Resolving Professional Difference)
- Neglect Strategy
- Child Sexual Abuse Strategy 2018-21
- Missing and Sexual Exploitation Strategy 2018-19

**Furthermore, we will follow the procedures set out by:**

The South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and Cornwall and Isles of Scilly Safeguarding Children's Partnership ([www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)).

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to CIOS Safeguarding Children Partnership.

**This policy should also be read in conjunction with the following policies linked to safeguarding within the school which can include:**

- Anti-bullying
- Esafety
- Health and Safety
- Visitors
- Intimate care



- Behaviour Management
- Confidentiality
- Safer Recruitment
- Whistleblowing
- Radicalisation
- Equality and Diversity
- Grievance Procedure
- Physical Interventions
- Bereavement
- Critical Incident
- Educational visits
- Low Level Concerns
- Attendance – including the expectation that carers provide at least 2 emergency contact numbers, children who are dual registered and/or reduced timetable
- Staff behaviour policy including (code of conduct including acceptable user policy and keeping yourself safe – 1 to 1 working)
- School Security

## 2. Our Principles

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school. Our school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our schools activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Ensure that all children feel listened to and valued
- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- We are committed to ensure that we at all times demonstrate anti discriminatory and anti-oppressive practice throughout the school and with our parents, carers and all those we work with.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Maintain an attitude of 'it could happen here' at all times.
- Ensure that all staff working on school sites are appropriately briefed in Safeguarding.

- all staff receive appropriate safeguarding and child protection training (including online safety) at induction, and that online safety training is provided as part of regular updates.

### **2.1 Key elements to this policy:**

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school.
- Keeping child protection issues at the forefront of our work and know who in the school the DSL and DDSL are.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.
- Supporting children and young people in accordance with his/her agreed child protection plan. We will follow the procedures set out by the OSCP and take account of all guidance issued by the DfE, OfSTED and other significant bodies (for example our three safeguarding partners – see 1.1).
- Ensure we have a DSL and a DDSL (see Appendix D of the Kernow Learning Policy) who have received appropriate training and support for their role and that we are adhering to Annex C of KCSiE 2023 (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Neglect, Child Sexual Exploitation (CSE), Radicalisation, Children Missing Education, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by us, the school.
- Risk assess, and carry out due diligence for any parties providing any on-site activities in and outside of the school day

### **3. Early Help**

Our school provides Early Help support and guidance to all parent/carers and our pupils.

There are situations which may occur in a family’s life where they may benefit from additional support that cannot be provided solely by universal services. These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.



- Is frequently missing/goes missing from care or home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the school wishes to make a referral then they would contact the Early Help Hub.

The school will support other agencies and professionals if an early help assessment is considered appropriate and may act as the lead professional in certain circumstances.

Additional guidance can also be accessed by using the CIOS SCP multi agency threshold document. Within Cornwall, the Early Help Hub is the first point of contact when considering additional support for children and their families

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

**Contact details:**

**Telephone: 01872 322277**

**Email: [earlyhelphub@cornwall.gov.uk](mailto:earlyhelphub@cornwall.gov.uk)**

- [www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub) Please note that for any schools who have children who attend their school and do not live in Cornwall then they need to refer to the County that the child lives in. Contact details for other southwest local authorities are on the South West Child Protection Procedures website [www.swcpp.org.uk](http://www.swcpp.org.uk)

**If staff have any concerns about a child's welfare they must act immediately.**

#### **4. Child Abuse**

There are four main types of child abuse as defined in 'Working Together to Safeguard Children' (2015) and further minor revision in July 2018.

##### **4.1 Physical Abuse**

May involve hitting, shaking, throwing, poisoning, burning/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.

##### **4.2 Emotional Abuse**



Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

### **4.3 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 or not 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.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator. It can be a one-off occurrence or be a series of incidents over time and range from opportunistic to complex organised abuse.

Victims can be exploited even when activity appears to be consensual.

### **4.4 Neglect**

Is 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 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.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.



Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

#### 4.5 **Bullying**

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [**refer to School Bullying Policy and E-Safety Policy**].

### 5. **Reporting your concerns**

#### 5.1 **General Principles – Designated Safeguarding lead**

DSLs should take 'lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

Early information sharing is vital for effective identification, assessment and support.

#### 5.2 **If the DSL/DDSL are not available.**

**A DSL/DDSL should be available during the school day and term time AND for any school led activities – if there are children on a school site there should be a DSL available**

If there is an immediate concern about a child or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

Please contact Lisa Farmer the Trust Safeguarding Lead if you should need some support, advice and guidance.

**Contact details: MARU 0300 1231116**

**If the concerns arise out of office hours contact 01208 251300**

**If the risk of significant harm to the child is imminent then you must call the police on 999**

#### 5.3 **Contacting MARU (for advice or when making a referral)**

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name



- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the school
- Factual information about the concerns you have – including access to any chronologies the school has on the child

All Advice and Guidance calls to MARU will be recorded on our school system

**NSPCC - what you can do to report abuse dedicated helpline** is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or are concerned about how a safeguarding issue is being handled within school. Staff can call 0800 028 0285 8am -8pm Monday – Friday or [email@help@nspcc.org.uk](mailto:email@help@nspcc.org.uk)

#### **5.4 Making a referral in writing:**

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the OSCP website. You must send it in by secure email which is clearly highlighted on the referral form:

**MARU Secure email:** [multiagencyreferralunit@cornwall.gcsx.gov.uk](mailto:multiagencyreferralunit@cornwall.gcsx.gov.uk)

#### **5.5 Voice of the Child**

It is important that children feel heard and understood. Therefore, our designated safeguarding lead has the knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Use TED when talking to children to ensure we get a clear understanding of what they are telling us
- Use a Trauma Informed approach to giving children word to their feelings and experiences

#### **5.6 Informing Parents**

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

#### **5.7 Resolution of Professional Differences**

In the event that the school disagrees with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The



policy is available via the following link: <https://ciossafeguarding.org.uk/scp/p/information-and-resources/resolving-professional-differences-policy>

### **5.8 If the Child/Family are already known to Social Care**

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker they can contact MARU who will provide contact details of the worker and/or their manager.

## **6. Specific Safeguarding Issues**

**At Kernow Learning all staff are able to reassure any victims that disclose that they are being harmed will be taken seriously and be kept safe.**

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Child on Child Abuse – previously known as peer-on-peer abuse
- Children missing from Education
- County Lines
- Cyber Crime
- Children with families in prison
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Child criminal exploitation CCE
- Children with family members in prison
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Homelessness
- Mental Health of child or parent
- So called 'Honour-based' abuse
- Sexual violence and sexual harassment between children in schools
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting, nude or semi-nude images
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- Serious violence





Our school will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors. Annex A of KCSiE (September 2023) provides more detail on the following:

### **6.1 Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017). It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse.

All suspected or actual cases of CSE are a safeguarding concern in which Child Protection procedures **must** be followed; this will include a referral to MARU and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

Potential indicators of CSE are contained within Appendix A.

### **6.2 Extremism/Radicalisation/PREVENT**

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls: persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society. (Working Together to Safeguard Children).

**Our school** will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalisation.

The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism .
- Ensure staff understand the risk and build capabilities to deal with issues arising.
- Communicate the importance of the duty.
- Ensure **All** Staff and Governors implement the duty.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

**Our school** will respond to any concern about Extremism/ Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in



partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the Safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in KCSiE September 2023. Please also refer to our school E-safety policy.

All staff in the first instance should contact the SPOC (Single Point of Contact) within the with any concerns. (See front cover of policy)

Staff should inform the DSL as soon as possible if they make a referral to local authority children's social care about any extremism concerns

**Additional contact details:**

Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: [prevent@cornwall.gov.uk](mailto:prevent@cornwall.gov.uk)

**MARU can also be contacted for advice: 0300 1231 116**

**Emergency Out of Hours: Tel No: 01208 251300**

**If immediate and serious concerns call the police on 999**

### **6.3 Honour-Based Abuse**

So called honour-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, it includes female genital mutilation, forced marriage, and practices such as 'breast ironing'.

### **6.4 Female Genital Mutilation (FGM)**

Our school recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless they have been specifically told not to disclose this information.



Potential indicators of FGM are contained within Appendix A.

### **6.5 Forced Marriage**

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with MARU for guidance and advice.

### **6.6 Child to Child Abuse**

Kernow Learning has a whole school approach to challenging Child-on-Child abuse with clear consequences and interventions that are discussed with both parent/carers and the pupils.

Although KCSiE uses the term Child on Child Abuse – here in Cornwall, specialist services have agreed to use the term Child to Child. As a primary school Trust, we too have adopted this term.

**All** staff should be aware that safeguarding issues can manifest themselves via child to child abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. School recognise that children are capable of abusing their peers. It will not be passed off as ‘banter’ or ‘part of growing up’.

All staff understand the clear expectations from Senior Leaders that child to child abuse will not be tolerated and will be given guidance on how to manage and reduce risk.

**Please refer to the DSL Child to Child Abuse guidance we have in our schools.**

Please also refer to our school’s Anti Bullying, Equality and Diversity, E-safety, Behaviour and Data Protection policies.

### **6.7 Sexual Violence and sexual harassment between children in schools and colleges**



Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

In light of the OfSTED review of sexual abuse in school and colleges June 21 and the [Sexual violence and sexual harassment between children in schools and colleges for September 2021](#) guidance – all school based staff understand the importance of maintaining a culture of kindness and respect that is underpinned by consent and challenging ‘low level’ behaviour that could lead to bullying and peer abuse.

All victims must be taken seriously, supported and kept safe.

Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimise the disruption to their education. The Multi Agency Referral Unit will be informed to support the school/pupil/parent/carer in risk assessing and support/intervention required for both parties.

This includes abuse in intimate personal relationships between peers.

Part 5 of KCSiE (September 2023) clearly outlines the response that should be taken.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

DSLs and senior leaders understand the impact of these clear expectations about child to child abuse on the day-to-day work of the school; and to be able to communicate these expectations on staff in all roles.

If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately. They should then liaise with MARU and follow guidance laid out in KCSiE 2023.

Please see the separate guidance for DSLs on how to manage Child to Child abuse.

### **6.8 Vulnerable children including Special Educational Needs and Disabilities, Mental Health issues and LGBTQ+**

Children with special educational needs (SEN), Mental Health issues, disabilities and LGBTQ+ can face additional safeguarding challenges. The school may need to devise a policy /procedure that meets the individual needs of a child. This should be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding should have the policy/procedure discussed with them. All staff need to be confident in its use.

Our school recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- TThe potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and being more prone to being isolated from their peers than other children.
- Communication barriers and difficulties in overcoming these barriers.



The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising. In addition we will keep under review the potential need for additional pastoral support.

Should any concerns arise in relation to any child in relation to their safety and welfare our school will follow the same procedures as outlined within this policy and liaise with the DSL initially.

### **LGBTQIA+ Children**

LGBTQIA+ is an abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more.

A child who may be LGBTQIA+ is not in itself an inherent risk factor for harm. However, it may increase their vulnerability to being targeted by other children whether they are identifying themselves as LGBTQIA+ or whether they are perceived by others to be LGBTQIA+.

All staff need to be able to minimise any additional barriers they may face and provide a safe place for them to be open and share their concerns/worries/experiences.

### **6.9 Online safety**

KCSiE 2023 Part 2 paragraph 134 and 137 highlights key areas to consider that Online safety is taken very seriously in terms of pupils, staff and parents.

Cyber crime – this is a criminal activity committed by using computers of the internet. Staff and pupils should be trained in spotting fake contacts etc. [In addition our schools should consider meeting the Cyber security training for school staff - NCSC.GOV.UK](#)

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Our school have adopted an on-line safety programmed that is embedded across the curriculum.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.'

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The links below provide more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- The impact of new technologies on sexual behaviour, for example sexting.



<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-Online-Safety-Standards>

Our school will take online safety very seriously both in terms of our pupils and all of our staff. Please also refer to Our school's e-safety/online policy and the acceptable user policy for staff.

### 6.9.1 **Filtering**

The School DSL/DDSL has a responsibility for understanding the filtering and monitoring systems and processes in your school. All staff will have training on these systems at induction and during annual Safeguarding briefings training.

Filtering and monitoring technology on all school devices is integral to keeping children and staff safe. Pupils who are highlighted through the monitoring system as being interested in or drawn into certain subjects/words/platforms that may be harmful can be highlighted and then lessons can be bespoke to their interest in a safe, informative and transparent way. Fake news and critical thinking is embedded into our whole school curriculum.

Our school is adhering to the guidance within the revised KCSiE (September 2023) and this is reflected within our E-safety policy. Our systems are supported by ICT 4.

### 6.10 **Domestic Abuse**

Domestic abuse is an indicator of abuse and neglect and it can encompass a wide range of behaviours may take many forms. It could be a single incident or a pattern of incidents. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic **abuse** where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a long term damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong. See the Domestic Abuse Act 2021 for further information around coercive and controlling behaviours. Under this Act, Children are considered to be a victims if they see or hear domestic abuse or are related to any adult, sibling involves should be considered a victim

Our school is an Operation Encompass school. This means that when there has been a domestic abuse incident at an address where children from our school live and the police have been called and attend the incident then the school will be informed by 9am the next school day. This enables us to support the child(ren), and where appropriate the family, within school. Parents are advised by the police that the school will be informed.



Social care also receive reports from the police when they have been involved with children, not just in relation to domestic abuse incidents. These are called ViSTs (Vulnerable incident Screening Tools). This information will also be passed to the school if the information is considered appropriate and proportionate. Staff in school will be informed on a 'need to know basis' by the DSL.

An Operation Encompass reports will trigger a wellbeing check-in with the child  
A ViST report will trigger a wellbeing call to the victim at home and a wellbeing check-in with the child

Kernow Learning understand that some Domestic Abuse can present as child to parent and will support the whole family to seek support and guidance from partner agencies.

In the case where the perpetrator is an adult – they will not be invited to school for meetings when the children are on site. School need to give a clear message to all children that live Domestic Abusive homes that they are safe in school.

Please see the Operation Encompass for support and resources and helpline 0204 513 9990 for guidance.

### **6.11 Children who are absent from education (175)**

Attendance, absence and exclusions are closely monitored. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. A consistent and well managed approach to persistently absent pupils and children missing education will support with the identification of such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Parents/carers will be called if a child does not attend school if no response from the family home a home visit will be organised. If the parents are not contactable a referral to the Missing in Education Service will be made.

#### **6.11.1 EHE- Elective Home Education**

We will always advise the Local Authority at the earliest opportunity when children are withdrawn from the school to be electively home educated, completing the required Elective Home Education Form (as in link below) and returning it with a copy of a letter from the parents/carers confirming that they are withdrawing the child from the school to home educate. Further guidance is available via:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/education-welfare/elective-home-education/>

**Where a family has expressed their intention to remove a child from school with the view to educating at home the Head /SENDCo/DLS will invite the parent to a meeting to ensure the right decision and provision is being made.**

The DSL / DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question.



KCSiE 2023 recommends where-ever possible that a multi-agency meeting is convened with the parent/carers to ensure the best interests of the child are being met.

### **6.11.2 Reduced Time Tables**

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/young person has their full entitlement. Guidance is available at

<https://www.cornwall.gov.uk/reducedtimetables>

The use of a reduced timetable should be an exceptional measure in this school. It is illegal for a school to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority's best practice guidance has been followed. 'Guidance for schools and educational settings' details further the actions and procedures that need to be followed.

### **6.11.3 Alternative Provision**

When a child is placed with an alternative provision provider, written information will be obtained from the alternative provider, by the school, that all the appropriate safeguarding checks have been carried out on individuals that work in the establishment. Alternative provision providers will be required to have a safeguarding policy in place and a designated contact. Schools will make checks on any alternative provision commissioned by them to satisfy themselves of the safety and appropriateness of the provision.

## **6.12 Looked after children and previously looked after children**

A previously looked after child potentially remains vulnerable. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSiE (revised September 2023)

A designated children in care lead has been appointed from the senior leadership team. (See front page of policy).

As part of their role, the designated teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plan

They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have





drawn up an individual education plan in consultation with the children in care education support service (CICESS), which they will share with the DSL. Designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders. The designated child in care lead must have appropriate training and the relevant qualifications and experience. The training for this role is provided by Cornwall Council. They must attend this training regardless of whether there are currently children within the school who are in care or previously looked after children.

All designated children in care staff should read the statutory guidance on [‘Promoting the education of looked after children’](#).

### **6.13 Young Carers**

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk.

We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

In this academic year our Trust will be spring boarding a support hub for Young Carers.

### **6.14 Private Fostering**

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child’s immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU. This may not result in the private foster parents needing additional support.

### **6.15 Modern Slavery and Human Trafficking**

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700. **All members of staff must also inform the DSL/DDSL of any concerns or call the police direct.**



Advice or referral can be made via MARU (0300 1231 116) or for Vulnerable Adults (0300 1234 131).

And DSL's will discuss any concerns with Trust Lead who is trained in the National Referral Mechanism.

### **6.16 Contextual Safeguarding**

Safeguarding incidents can be associated with factors outside of school and / or behaviours can be associated with factors outside school and/or can occur between children outside of this environment. All staff should be considering the context within which such incidents and or/behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. (e.g. sexual exploitation, criminal exploitation, serious youth violence)

Staff should refer concerns or allegations about supply staff to the headteacher

If making a referral to social care the school should provide as much information as possible.

### **6.17 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).**

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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B in KCSiE 2023.

Criminal exploitation of children is a geographically widespread form of harm, defined as abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator  
It can be perpetrated by individuals or groups, males or females, and children or adults

It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence.

Victims can be exploited even when activity appears to be consensual.

It can happen online as well as in person.



Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects or if a child discloses CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **6.17.1 Child Exploitation County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. The Trust Safeguarding lead is trained in the National Referral Mechanism and can support DSLs with dealing with this form of child exploitation.

Offences against these vulnerable children include abduction, sexual abuse and cyber crime. Any concerns about county lines should be referred to the DSL immediately and they should then contact MARU for guidance and advice.

If a member of staff suspects or if a child discloses CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **6.18 Serious Violence**

All staff should be aware of indicators which may suggest that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.



### **6.19 Special Circumstances** including the role of the Appropriate Adult during police investigations

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in KCSiE (September 2023)

In the event that the police request to interview or meet with a child in school the PACE Code C 2019 needs to be considered. Any child under investigation by the police should have access to an appropriate adult to “*support, advise and assist*” the young person. They should also “*observe whether the police are acting properly and fairly to respect the young persons rights and entitlements, and inform an officer of rank if they are not*”

#### **6.19.1 Children staying with host families - now referred to as homestay**

The schools may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the schools follow the guidance in Annex D of KCSiE, to ensure that hosting arrangements are as safe as possible.

### **6.20 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL and DDSs will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children’s social care.

### **6.21 Child Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken including speaking to the designated safeguarding lead or a deputy.

## **7. Confidentiality and Information Sharing**

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any



individual including parents, children, colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately. They should then contact MARU.

The school adheres to the revised Information sharing – Information Sharing advice for safeguarding practitioners 21<sup>st</sup> June 2023.

KCSiE 2023 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children’s welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

## 8. Record Keeping

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

DSL’s must ensure

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.
- understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR.



Where in doubt schools should seek advice from Lisa Farmer or David Houghton.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- In Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- In Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

The seven golden rules for sharing information will be especially useful :

- At The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- In Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Kernow Learning schools use a record keeping programme named My Concern. All behaviours, change in behaviours and worries/concerns will be recorded on this platform and shared with parents/carers and new schools as a contextualised safeguarding tool for now and in the future – to ensure the safety and mental wellbeing of all our pupils.

## 9. Allegations against staff

Allegations against staff are covered in all basic training and induction training that takes place within our school.

Allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in school. This policy should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The DSL will need to consider the transferable risk.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what they say will be taken very seriously and everything possible done to help.

In all instances the Headteacher must be informed. If the Headteacher is not available then the DSL should be advised.



If the allegation concerns the Headteacher then the CEO and Chair of the Trust in a MAT must be informed.

In all situations regarding an allegation of abuse against a member of staff/volunteer/supply staff/governor the school must not act alone and must seek advice and make a referral where necessary. In such circumstances contact our Safeguarding Lead, Lisa Farmer, who will contact the LADO for advice.

As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children. All allegations and concerns should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations.

The following issues need to be considered

- What are the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser?
- contact the parents or carers of the child/young person if advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.
- Ensure Low level concerns are also carefully recorded and stored securely and confidentially.

### **9.1 Supply Staff/Teachers**

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

It may be deemed appropriate that the Trust will undertake their own initial investigation which may lead to a report to the appropriate bodies.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

### **Contact details LADO: 01872 326536**

If a referral needs to be made then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:-

<https://www.safechildren-cios.co.uk/media/28159358/lado-professional-allegations-referral-form.docx>

KCSiE 2023 ensures that all school staff understand grooming. Headteachers will record all low level concerns about their workforce as describe in the guidance.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

which 'could include, but are not limited to:

- Being over friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate sexualised, intimidating or offensive language.

## **10. Whistleblowing**

Please adhere to the Trust's Whistleblowing Policy. Revised in July 23.

In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

### **NSPCC Whistleblowing helpline: 0800 028 0285**

Further contact details are contained within the revised Whistle blowing policy (September 2023)

## **11. Key Safeguarding Roles and Responsibilities: (see Appendix D)**

### **11.1 Designated Safeguarding Lead (DSL)**





There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. Our school follows the guidance in Annex C of KCSiE 2023 which outlines the key responsibilities of the DSL.

### **11.2 Deputy Designated Safeguarding Lead (DDSL)**

As above we follow the guidance in Annex C of KCSiE which outlines the key responsibilities of the DSL and DDSL.-

### **11.3 Governing Body including the role of the Safeguarding Governor**

The roles and responsibilities of the governing body are outlined in Part 2 of KCSiE. In addition we have outlined these responsibilities in Appendix D.

The Governing Body and Trustees will have robust safeguarding training and briefings that matches school staff.

## **12. Safer Recruitment**

Our school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006.
- statutory guidance relating to volunteers is followed.
- at least one member of the recruitment panel members have undertaken safer recruitment training through an accredited training programme.
- The panel should inform shortlisted candidates that online searches will be done as part of due diligence checks.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. \*\*KCSiE states that if you are a MAT then the SCR can be kept centrally but must be immediately available for an Ofsted Inspection. Best practice recommends schools still take responsibility for updating their own SCR.

Our school complies with the requirements of KCSiE, September 2023

## **13. Attendance at Child Protection Conference**

If a child or young person becomes the subject in a Child Protection Conference as a school we may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting preferably by the school.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the school including agreeing their role in any child protection plan as well as the possible allocation of resources.



Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan. This will be undertaken using the signs of safety model. For more information about signs of safety discuss with the allocated social worker or the independent chair prior to the meeting.

#### **14. Training**

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSiE, (September 2023) and governors have been provided with and signed to say they have read and understood Part 2 of KCSiE (September 2023)

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governor's meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, key designated staff, Staff Code of Conduct, Part 1 of KCSiE (September 2023) Key contacts, and What to do if a Child discloses Abuse.

All staff need to understand the unique risks associated with online safety and be confident they have the skills to keep children safe whilst they are online in school.

In addition all staff must recognise the additional risks that SEND children can face especially with regard to their online activities.

Our DSL and DDSL(s) will undertake multi-agency safeguarding training in addition to the whole school training. Once this training is completed they have a duty to update their training by attending safeguarding briefings and training every year with a full update every two years. It will support both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

In KCSiE 23 Part 2 is clear about the expectation that all governors also have an understanding of their strategic responsibilities in relation to safeguarding. Our Governing Body will have robust safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSiE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

**Safeguarding training assurance from 3<sup>rd</sup> party providers/contractors**



It is the responsibility of the School to seek assurance from the 3<sup>rd</sup> party supplier/contractor as to the level of safeguarding training they provide to their staff (it is perfectly acceptable to ask and challenge for this information so that the School has the assurance needed). In addition to this, the School will ensure that contractors/3<sup>rd</sup> party suppliers receive local safeguarding information (the School safeguarding leaflet and code of conduct) so that they understand what is expected of them, how to raise any concerns and how to deal with any difficult situations they may find themselves in. The safeguarding information for contractors/3<sup>rd</sup> party suppliers is also about them protecting themselves as much as it is about protecting the children and young people in school.

For audit purposes and our own assurance the School will keep a record of responses from contractors/3<sup>rd</sup> party suppliers.

If there are concerns as to the level of training provided, especially in the case of small independent businesses who may not have access to training, we may consider including or inviting them to attend staff training.

## **15. Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/ child protection arrangements are in place.

## **16. External Visitors – including:**

### **16.1 Contractors**

Please see separate policy for measure to check contractors who have contact with children during the school day are checked with Safer Recruitment policy and/or supervised

### **16.2 Visiting Professionals**

The DSL will set out the arrangements for individuals coming onto their premises, which may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

All professionals will need to make a pre-agreed appointment and have received and understood expectations of the school and have evidence of their identity and a letter of assurance received from their employer/ governing body.

## **17. Photography and images**

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school.



The school will ensure that they get parental permission to take photographs of children for media, website and other school purposes.

### **18. Supporting Staff**

Our school recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

**In addition the member of staff should be able to access support through:**

- **Their own GP.**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)**
- **SAS Confidential service provided by Kernow Learning**

The DSL will take responsibility for updating this policy and informing, all staff and the Governing Body of key changes.



## **Appendix A: Signs and Indicators of Abuse**

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns, you must pass these to your DSL immediately.

### **Physical Abuse**

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

#### **The physical signs of abuse may include:**

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

#### **Changes in behaviour that can also indicate physical abuse:**

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

### **Neglect**

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will



be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.

**The physical signs of neglect may include:**

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing.

**Neglect may be indicated by changes in behaviour which may include:**

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

**Emotional Abuse**

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

**Changes in behaviour which can indicate emotional abuse include:**

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

**Sexual Abuse**

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual



abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

**The physical signs of sexual abuse may include:**

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains.
- Discomfort when walking or sitting down.

**Changes in behaviour which can also indicate sexual abuse include:**

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

**Note:** A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

**Child Sexual Exploitation (CSE)**

Many aspects of CSE take place online so it may be difficult to identify this within school. The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending
- Exclusion or unexplained absences from school
- Isolation from peers/social network
- Frequently in the company of older people – association with 'risky' adults
- Accepting lifts or being picked up in vehicles



- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor school attendance
- Secretive behaviour
- Self-harm or significant changes in emotional well-being
- Concerning use of internet or other social media
- Returning home late
- Chronic tiredness.

### **Female Genital Mutilation (FGM)**

Although situations of FGM may be unusual it is important that you do not assume it could not happen here. 8-15 year old girls are the most vulnerable.

#### **Indicators may include:**

- Days absent from school.
- Not participating in physical education.
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs.
- Confides that she is having a special procedure, cut or celebration.
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period.
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM.
- Parents from a country who are known to practice FGM.





## **Appendix B: Dealing with a Disclosure of Abuse**

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within school. These are the key principles:

**If:**

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

You **RECORD AND REPORT:**

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately.

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?.
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate.

**Types of Questions you can ask: TED**

Can you **tell** me?

Can you **explain** ?

Can you **describe** ?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available contact MARU.**

Staff **MUST NOT**

- Investigate suspected/alleged abuse themselves.
- Evaluate the grounds for concern.
- Seek or wait for proof.
- Discuss the matter with anyone other than the designated staff or MARU.
- Speak to the parents until you have had a conversation with your DSL/MARU.
- Ask the child to repeat the information to anyone including the DSL/DDSL.
- Promise to keep it a secret.

**Children who may not be ready to disclose**



All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. They might feel embarrassed, have misguided feelings of guilt, humiliated, or being threatened. This could be due to their vulnerability, disability, sexual orientation, or language barriers. For most of our young primary children, this could simply be that they do not understand this does not happen in other households – this is normal. None of this should prevent staff from having ‘professional curiosity’ and speaking the DSL about their concerns.



### **Appendix C: Procedures if an allegation is made against a schools staff member (including volunteers and governors and supply staff).**

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

If the allegation concerns the head teacher, then the Chair of Governors or the Chair of the Trust should be informed immediately.

In some cases you may have to consider an allegation against someone not directly employed by you, where your usual disciplinary procedures don't fully apply, like supply staff provided by an agency. You should make sure allegations are dealt with properly, and you shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your LADO to determine a suitable outcome.

The Trusts' DSL or Executive Safeguarding Lead should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries, but your school will usually take the lead as the agency won't be able to collect the necessary information.

The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account.

When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If they feel a referral should be made then they will advise you to complete the appropriate referral form. Please follow the link to:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/policies-procedures-and-referrals/>

This should then be sent in via MARU.

If you receive a disclosure, about an adult colleague, it is important to reassure the child that what she/he says will be taken very seriously and everything possible done to help.



## **Appendix D: Key Roles and Responsibilities**

### **Designated Safeguarding Lead (DSL):**

The school follows the guidance within Annex C: KCSiE which includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents

### **Deputy Designated Safeguarding Lead (DDSL):**

As above. They will be trained to the same level of the DSL.

They should be a permanent member of staff

If you are a large school you may have more than one DDSL. If this is the case ensure that there is excellent communication between the Safeguarding team within the school and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

### **Governing Body**

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSiE (September 2023) this includes:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self- assessment on an annual basis.
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall.
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role. They should not be a member of staff within the school as this could lead to a possible conflict of interest and they need to act as the schools 'critical friend'.
- Safeguarding Governors should not act in the role of DSL or DDSL. No member of the governing body should be given confidential information about any child or family in school unless the permission of the family has been given to share the information or it is on the advice of the LADO. All reports involving any information about children for governor meetings and briefings should be anonymised.
- The designated safeguarding governor visits the school regularly to review safeguarding within the school and includes within visits regular discussions with children.
- Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the school.



- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That we have a nominated link Governor for CIC (Children in Care) and SEND alongside other nominated leads in the School on these issues.
- We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
- Safeguarding is an agenda item at every full governing body meeting.
- That there are procedures in place in handling allegations against Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- Know that the Trust Board have appointed a whistleblowing Trustee.
- That all Staff, (including volunteers and frequent visitors) who will be working in the school are given a mandatory induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the School's policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE.
- We have in place an Online Safety Policy equipped to deal with a widening range of issues associated with technology.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a child or young person may be privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school.

### **Appendix E: Key Messages from Serious Case Reviews (SCR)**

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future.

Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a school perspective we need to be aware of, they include:

- You can never age bruising.
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks.
- If you see an injury to one child always consider the siblings.
- Cases where Interpreters/culture/communication/travellers/language/religion were involved.
- Parents with a mental health problem/ leaning disability/ stress/postnatal depression.
- Where Domestic Abuse is present.
- Disguised compliance/resistant families/hard to reach families/professional challenge.
- Children with chronic illness/serious health conditions.
- Unsupported and socially isolated parents.
- Poor information gathering, sharing and recording within schools as well as with other agencies.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working.
- Staff to be curious, inquisitive and ask more questions.
- Reflection and constructive challenge for staff when working with vulnerable children and young people.
- Staff to observe safer working practices.

