Grampound with Creed C of E School

Celtic Cross Education
Multi Academy Trust

Keeping Children Safe in Education
Child Protection and Safeguarding Policy
2020-2021

"Safeguarding is everyone's responsibility"

Key Information

- This policy was developed and adopted on: 1st September 2020
- The policy will be reviewed: if changes are made to the KCSIE document (or other statutory documents) or, alternatively, in July 2021.
- The Designated Safeguarding Lead (DSL) is: Caroline Jarrett
- The Deputy Designated Safeguarding Lead(s) (DDSLs) are: Catherine Coffee & Lizzie Molden
- The name of the Designated Teacher for Children in Care and Previously in Care is: Caroline Jarrett
- The Single Point of Contact (SPOC) for the Prevent agenda is: Caroline Jarrett

PLEASE NOTE THIS POLICY SHOULD BE CONSIDERED AND ADAPTED ALONGSIDE ANY NATIONAL GUIDANCE IN RELATION TO COVID 19.
www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers

- The Child Sexual Exploitation Lead is: Caroline Jarrett
- The named Safeguarding Governor is: Zoe Nixon
- The named Whistleblowing Governor is: Revd. Jules Williams

Title page and key contacts within school 1

CONTENTS PAGE 2-3

1. Introduction and Context 4
1.1 Our responsibilities
1.2 Meeting your communication needs
1.3 Terminology
1.4 Acronyms
1.5 Key Documents

2. Our Principles 8
2.1 Key elements of this policy

3. Early Help (with local referral contacts) 9

4. Child Abuse 10
4.1 Physical Abuse
4.2 Emotional Abuse
4.3 Sexual Abuse
4.4 Neglect
4.5 Bullying
4.6 Child Mental Health

5. Reporting your concerns- making a referral 12
5.1 General Principles
5.2 If the DSL/DDSL are not available
5.3 Contacting 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

6. Specific Safeguarding Issues 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 Peer on Peer Abuse
6.7 Sexual violence and sexual harassment between children in schools
6.8 Special educational needs and disabilities
6.9 Online Safety, including filtering
6.10 Domestic Abuse

6.11 Children Missing in 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
6.18 Serious Violence
6.19 Special Circumstances

7. **Confidentiality and Information Sharing** 23

8. **Record Keeping** 23

9. **Allegations against Staff** 24

10. **Whistleblowing** 25

11. **Safeguarding roles and responsibilities** 25
11.1 Designated Safeguarding Lead
11.2 Deputy Designated Safeguarding Lead
11.3 Trustees, including the role of the safeguarding School Monitoring Councilor (SMC)

12. **Safer Recruitment** 25

13. **Attendance at Child Protection Conference** 26

14. **Training** 26

15. **Extended School and Off-site arrangements** 27

16. **Photography and Images** 27

17. **Supporting Staff** 28

APPENDICES

Appendix A: Signs and Indicators of abuse 29

Appendix B: Managing a Disclosure of Abuse 32

Appendix C: Procedures if an allegation is made against a member of staff 33

Appendix D: Key Roles and Responsibilities 34

Appendix E: Key messages from Serious Case Reviews 36

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 (trustees) 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 our duty under Sections 157 and 175 of the Education Act 2002, CCE educational settings will ensure that arrangements that reflect the importance of safeguarding and promoting the welfare of children are robustly in place.

WE give effect to our duty to safeguard and promote the welfare of our 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.

These duties are further reinforced within Keeping Children Safe in Education - Statutory Guidance for schools and colleges: Revised guidance September 2020. **This guidance must be adhered to, in full, by all schools and colleges.**

This policy develops procedures and good practice within our school, 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 a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our school 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 school, including temporary staff, volunteers, parents and carers through the school website and a hard copy will be available

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 or academy; 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: step parents, foster carers and adoptive parents or any other person(s) who have legal parental responsibility for a child.
- **Trustees** – refers to all forms of governance within Celtic Cross Education (CCE) Trust.
- **Safeguarding and promoting the welfare of children is defined in KCSIE 2020 as:** protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.
- **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

CCE - Child Criminal Exploitation

FGM – Female Genital Mutilation

KCSIE – Keeping Children Safe in Education (Revised 1st September 2020)

OSCP – 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 2020, which is the statutory guidance for Schools and Colleges.

Working Together to Safeguard Children 2013, further revised July 2018, 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.**

What to do if worried a child is being abused: Advice for Practitioner. March 2015.

Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers March 2015. Revised July 2018.

The Prevent Duty Departmental, advice for Schools and child care providers June 2015.

Multi agency Statutory Guidance on Female Genital Mutilation Updated October 2018

Children Missing Education- Statutory guidance for local authorities September 2016.

Multi agency Statutory Guidance for dealing with Forced Marriage June 2014

Child Sexual Exploitation Definition and a guide for Practitioners DfE February 2017

Guidance for Safer Working Practice for those working with Children and Young People in Education settings Revised May 2019. *Addendum in light of COVID 19 April 2020

Sexual Violence and sexual harassment between children in schools and colleges May 2018

Mental Health and Behaviour in school Guidance November 2018

Criminal Exploitation of children and vulnerable adults: County Lines guidance Updated February 2020

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

Relationships Education, Relationships and Sex Education and Health Education- statutory guidance from September 2020 **due to COVID 19 given until April 2021 to implement

Ofsted Education Inspection Framework with specific reference to Inspecting Safeguarding in early years, education and skills settings Updated September 2019

Cornwall and Isles of Scilly Multi Agency Safeguarding Children Partnership Guidance available via https://ciossafeguarding.org.uk/scp which includes links to relevant policies and procedures as well as training and useful links for children, parents/carers and professionals.

Furthermore, we will follow the procedures set out by:

The South West Child Protection Procedures and Our Safeguarding Children Partnership (OSCP) for Cornwall and the Isles of Scilly.

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 OSCP.

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

- Allegations against staff policy
- Staff code of conduct policy
- Health & Safety Policy
- Medical needs & pupil wellbeing policy
- Special educational needs policy
- IT acceptable use policy
- Relationship, sex and health education policy
- SEN statutory offer information
- CCE attendance policy
- CCE digital safeguarding policy
- Exclusions policy
- CCE technical security policy
- Outdoor learning, educational visits and off-site activities policy
- Preventing extremism & radicalization policy
- Recruitment & selection policy
- Social media policy
- Virtual meetings policy
- CCE whistleblowing policy
- Single central record document
- Anti–bullying policy
- Behaviour and wellbeing policy
- EYFS policy
- Peer on peer abuse policy
- Data protection policy
- Accessibility plans
- School business continuity plan
- SMSC policy

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 school 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 involve parents and children appropriately.
- Maintain an attitude of 'it could happen here' at all times.

2.1 <u>Key elements to this policy:</u>

- 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 review 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.

- Ensure we have a DSL and a DDSL who have received appropriate training and support for their role and that we are adhering to Annex B of KCSIE September 2020.

- 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 in 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. Clear records of investigations and outcomes of allegations are held on staff files.

- Risk-assess any off-site activity, led by our school.

3. Early Help

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; our school will identify who our vulnerable children are, ensuring **ALL** Staff and SMC members 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 OSCP 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**
- **www.cornwall.gov.uk/earlyhelphub**

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); further minor revisions were added 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 interactions. 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.

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, are also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse**.**

4.6 Child Mental Health

All staff should be aware that, in some cases, mental health problems can 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 diagnose a mental health problem. Staff, however, are well placed to notice any changes in a child's behaviour that may indicate they are developing, or are experiencing, a mental health problem.

Where children have experienced abuse or neglect, or other traumatic adverse childhood experiences (ACE's), this can have a lasting impact throughout their 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 they think may be a safeguarding concern, they should talk to the DSL/DDSL immediately.

5. Reporting your concerns

5.1 General Principles

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.

If there is an immediate concern about a child or their family and your DSL and DDSL is absent from the school setting, you can:

Call Tamsin Parry at CCE Central Office on: 01208 590150

Alternatively, any member of staff can phone the MARU for advice and guidance:

MARU 0300 1231116

If the concerns arise out of office hours, contact: 01208 251300

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

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 800 5000 9am - 6pm Monday – Friday and 9am – 4pm at weekends, or 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 https://ciossafeguarding.org.uk/scp.. You must then send it in by secure email which is clearly highlighted on the referral form:

MARU Secure email: multiagencyreferralunit@cornwall.gov.uk

5.5 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.

5.6 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.

5.7 If the Child/Family are already known to Social Care

When a member of staff, a parent, a 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.

The DSL has responsibility for promoting the educational outcomes of children with a social

worker. The DSL will ensure staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.

6. Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and trustees 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)
- Children missing in Education (CME)
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Child criminal exploitation (CCE) – county lines
- 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
- Mental Health
- Homelessness
- So called 'Honour-based' abuse
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- 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

The school will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and trustees. Annex A of KCSIE (September 2020) 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).

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 outlined in Appendix A.

6.2 Extremism/Radicalisation/PREVENT

Extremism:

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: it may seek to 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 July 2018)

The school will ensure **ALL** staff including trustees adhere to their duties in the Prevent guidance 2015 to prevent radicalization.

The CEO, Head of School and Chair of the SMC 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 trustees 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.

The 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.

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 Annex C (KCSIE September 2020) and the procedures and measures outlined in CCE's online safety policy.

All staff, in the first instance, should contact the SPOC (Single Point of Contact) within our school with any concerns.

Additional contact details:

Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell: 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 your concern is serious, call the police on 999

6.3 Honour-Based Abuse

So called honour-based violence (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)

The School recognises and understands that there is a 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 there is a good reason not to do so.

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 to, immediate contact will be made with MARU for guidance and advice.

6.6 Peer on Peer Abuse

Children can abuse other children. All staff should be aware that safeguarding issues can manifest themselves via peer on peer 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.

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.

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.

Part 5 of KCSIE (September 2020) clearly outlines the response that should be taken.

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 (September 2020)

6.8 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities 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.

The 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;

• The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and being more prone to being isolated from their peers than other children; and

• 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.

6.9 **Online safety**

KCSIE (September 2020) Annex C: Specifically focusses on Online Safety as it is seen as a key element of safeguarding children**.**

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 and 'up skirting'.

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

CCE take online safety very seriously, both in terms of our pupils and all of our staff. Please also refer to CCE's digital safeguarding policy, social media policy and acceptable use policy for staff.

6.9.1 Filtering

CCE schools adhere to the guidance within the revised KCSIE (September 2020) Annex C and this is reflected within our e-safety policy.

6.10 Domestic Abuse

Domestic abuse may take many forms. 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 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 behavioral, 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, therefore hoping that someone will realise something is wrong.

Operation Encompass:
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 attended 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.

6.11 Children Missing in Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and criminal exploitation including involvement in County Lines. The DSL will monitor absence and take appropriate action, including notifying the trust's Education Welfare officer (EWO), contacting 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.

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/

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

6.11.2 Reduced Time Tables

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim that 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.

6.12 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. Trustees should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2020)

A designated children in care lead has been appointed from the senior leadership team. In our school, this person is: Caroline Jarrett

The designated child in care lead will 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. They are also responsible for ensuring that they 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 Virtual School for Children in Care. 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.

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.

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.**

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

6.16 Contextual Safeguarding

Safeguarding incidents can be associated with factors outside of school. 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. It can include child sexual exploitation, child criminal exploitation, serious violence, and gang culture.

Always have a discussion with your DSL/DDSL if you have concerns or if you have been told information that concerns you about a family.

It is important to verify, as much as possible, the accuracy of the information, but this should not get in the way of you having a discussion with your DSL.

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

6.17 Child Criminal Exploitation: county lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more areas within the UK, using dedicated mobile phone lines or other forms or 'deal lines'. Drug networks, or gangs, groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. They can be exposed to techniques such as 'plugging' where drugs are concealed internally to avoid detection. It can affect any child under the age of 18, as well as vulnerable adults.

Any concerns about county lines should be referred to the DSL immediately and they should then contact MARU for guidance and advice

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

6.19.1 Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils' undertaking experience in school.

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 and/or 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.

This school adheres to the revised information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

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 on the secure site My Concern/CPOM; this includes a chronology.
- Ensuring all records are kept secure and in a locked location, if any paper files are held. Every attempt is made to hold records electronically on the given system.
- Ensuring records are passed on to the receiving school if a child or young person transfers.
- All records are clear, factual and jargon free.

Disclosures or safeguarding concerns will be recorded on My Concern or CPOMS by the staff member reporting the incident to ensure a detailed, first-hand account. If the concern is urgent, staff members will contact the DSL/DDSL immediately to discuss their concerns in person. Actions, directed actions, meetings with parents, professionals, pupils, parents/carers, etc, will be robustly recorded on My Concern/CPOMs. Summaries and outcomes will evidence how the disclosure/concern was actioned.

9. Allegations against staff

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

Staff need to be mindful that it is not only their behaviour in school which may lead to concerns being raised. Where a member of staff or volunteer is involved in an incident outside of school which may/may not have involved children, but could impact on their suitability to work with children; this should be discussed with the LADO. This is referred to as 'Transferrable 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 Head of School must be informed. If the Head of School is not available, then a member of the safeguarding team should be advised.

If the allegation concerns the Head of School, then the CEO and Chair of the Trust must be informed.

In all situations regarding an allegation of abuse against a member of staff (including supply staff/volunteers/trustees), the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances, our Head of School, or Chair of School Monitoring Council (if the allegation is against the Head of School), 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.

Contact details LADO: 01872 326536; lado@cornwall.gov.uk

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

10. Whistleblowing

Please adhere to the schools whistleblowing policy.

Whistleblowing Governor: St Piran's Hub: **Revd. Jules Williams**
Saints' Way Hub: **Mrs Rita Watkins**

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, you should contact:

NSPCC Whistleblowing helpline: 0800 028 0285

11. Key Safeguarding Roles and Responsibilities

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. Celtic Cross schools follows the guidance in Annex B of KCSIE (revised September 2020) which outlines the key responsibilities of the DSL.

11.2 Deputy Designated Safeguarding Lead (DDSL)

As above, we follow the guidance in Annex B of KCSIE (revised September 2020) which outlines the key responsibilities of the DSL and DDSL.

11.3 Trustees including the role of the Safeguarding Governor

The roles and responsibilities of Trustees (including the SMC) are outlined in Part 2 of KCSIE (revised September 2020). In addition, the responsibilities are outlined in Appendix D.

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 has undertaken safer recruitment training through an accredited training programme.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. Our school takes responsibility for updating our own SCR, overseen by the Head of School and, where appropriate, visiting SMC members.

Our school complies with the requirements of KCSIE, (September 2020) - Part 3.

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, please discuss this 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 2020). Trustees, including SMC members have been provided with, and have signed, to say they have read and understood Part 2 of KCSIE (September 2020)

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 SMC 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 2020), Key contacts, What to do if a Child discloses Abuse, and Recording concerns.

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.

Trustees will have access to basic safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of trustees 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 3rd party providers/contractors

It is the responsibility of the school and trust to seek assurance from the 3rd 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 and trust will ensure that contractors/3rd party suppliers receive local safeguarding information (the school's 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/3rd 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/3rd 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. Photography and images

Our staff are aware that at no time 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.

Any person taking images of the children should be challenged by staff, unless they are absolutely confident they have the relevant permissions.

17. 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)**

Tamsin Parry and DSLs will take responsibility for updating this policy and informing all staff and the trustees 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 sustain 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 recognise 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; these may relate to 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 their 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 trustees 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 trustees 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
- Children who suffer from sexually transmitted disease or are pregnant
- 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
- Children who have older girlfriends/boyfriends
- 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

Reference: Child sexual Exploitation - guide for practitioners February 2017

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) on My Concern/CPOMS. **Concerns/disclosures must be recorded by the adult involved, using their own login to the electronic system.**
- 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, that 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.

APPENDIX C: Procedures if an allegation is made against a school staff member (including supply staff, volunteers and trustees).

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 of School, 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 of School, then the CEO and the Chair of the SMC or the Chair of the Trust should be informed immediately.

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.

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 B: 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, trustees 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.

In larger CCE schools, where there are several DDSLs, we aim to uphold excellent communication between the safeguarding team within the school and ensure that all records are kept centrally and available to be accessed by the designated safeguarding staff.

Trustees (CCE Directors and School Monitoring Councilors- SMC)

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 2020) 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 SMC member 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 SMC members should not act in the role of DSL or DDSL. No trustee member 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 SMC meetings and briefings should be anonymised.
- The designated safeguarding SMC member 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.
- DSLs/DDSLs are fully equipped to undertake the Safeguarding role and have access to the appropriate training; 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, ensuring there is cover at all times.
- That we have a nominated link SMC member 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 trustee meeting.
- That there are procedures in place in handling allegations against Staff, Supply 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.
- Trustees 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 receive the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including SMC, a minimum of yearly.
- To ensure that children are taught about Safeguarding, including online, 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, as a school, we are making the link between mental health and safeguarding
- 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/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 and trust 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. This includes the introduction of the new mandatory Relationship, Sex and Health Education curriculum.

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/ learning 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.