St Michael's C of E School
Celtic Cross Education

Keeping Children Safe in Education
Child Protection and Safeguarding Policy

"Safeguarding is everyone's responsibility"

Key Information:

This policy was developed and adopted from:	6th September 2021
This policy will be reviewed in:	August 2022, or as and when any additional guidance is released, in year, which requires adaptations or additions to the policy.
The Designated Safeguarding Lead (DSL) and DDSLs at this school are:	DSL: Arvind Hirani (Head of School) DDSLs: Shelley Haigh, Sarah Swift, Ruth Reynolds, Karen Hurr, Tony Squires & Chris Medlin
The name of the Designated Teacher for Children in Care and Previously in Care is:	Karen Hurr (SENCo)
The Single Point of Contact (SPOC) for the Prevent agenda is:	Arvind Hirani (Head of School)
The Child Sexual Exploitation Lead is:	Arvind Hirani (Head of School)
The named Safeguarding Governor is:	Ian Harris (SMC)
The named Whistleblowing Governor is:	Justine Hornsby (Chair of SMC)

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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.

These duties are further reinforced within Keeping Children Safe in Education - Statutory Guidance for schools and colleges: Revised guidance September 2021. **This guidance must be adhered to in full by all schools and colleges.** KCSIE now also applies to providers of post 16 education as set out in the Education and Training (Welfare of Children) Act 2021.

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/ren** 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 step parents, 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 Celtic Cross Education.
- **Safeguarding and promoting the welfare of children is defined in KCSIE 2021 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.
- **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 2021)

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 2021, which is the statutory guidance for Schools and Colleges.

Working Together to Safeguard Children 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.**

Child abuse concerns: guide for practitioners March 2015

Information sharing advice for safeguarding practitioners March 2015. Revised July 2018

The Prevent Duty Departmental, advice for Schools and child care providers June 201

Multi agency Statutory Guidance on Female Genital Mutilation Updated July 2020

Children Missing Education- Statutory guidance for local authorities September 2016

Multi agency practice guidelines for dealing with Forced Marriage June 2014

Child Sexual Exploitation Definition and a guide for Practitioners February 2017

Guidance for Safer Working Practice for those working with Children and Young People in Education settings Revised May 2019

Sexual Violence and sexual harassment between children in schools and colleges September 2021

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 (RSE) and Health Education- statutory guidance **due to COVID 19 given until September 2021 to fully implement

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

Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020

Cornwall and Isles of Scilly Multi Agency Safeguarding Children Partnership Guidance, 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:

- 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
- CCE safeguarding principles for remote learning
- RSHE 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.
- Work with partner agencies and 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.

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 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 2021.
- Develop effective links with relevant agencies and co-operate, as required, with their enquiries regarding early help and child protection matters; these include 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), online 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 allegations. Clear records of investigations, and outcomes of allegations, are held within a highly confidential internal system.
- Risk-assess any off-site activity, led by us, the 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; we 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 will contact the Early Help Hub.

It is important that parents are aware of a referral being made to early help and that they give their consent. In the event that you feel the child would be unsafe if you discussed it with the parents first, you should be seeking advice from MARU. Please see 5.5 for further clarification.

We 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 the 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 72 hrs.

Contact details:

- Telephone: 01872 322277
- Email: earlyhelphub@cornwall.gov.uk
- 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 in which the child lives in. Contact details for other southwest local authorities are on the South West Child Protection Procedures website.

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 (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.

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 (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers)
- 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

Our school takes bullying incidents very seriously. Children should be helped to understand what constitutes bullying and understand what actions will be taken if such incidents were to occur. All forms of bullying are emotionally harmful to children. As a school we have a zero tolerance to bullying. Our behaviour policy outlines the differing aspects of bullying and the school's response to this. All incidents of bullying must be reported and clearly recorded. Please see the school behaviour policy for more details.

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.

KCSIE 2021 highlights the importance of having a Mental Health Lead in school. Their role will be to ensure with the governors that there are clear systems and processes in school for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

All referrals to external mental health services are overseen by the Mental Health Lead and the DSL. The Mental Health Lead is also responsible for overseeing the in-house mental health

support and school's well-being offer, as well as supporting staff to ensure they are adequately trained and raising mental health awareness across the school.

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 piece of information, but it helps to form a bigger picture.

If the DSL is not available, then speak to the DDSL or Stuart Renshaw.

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, **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available.

Contact details: MARU 0300 1231 116

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 8am - 10pm Monday – Friday and 9am – 6pm at weekends, or email help@nspcc.org.uk

Details of MARU can be given to anyone in the school community if they need to report concerns out of school time; i.e. weekend or holidays.

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 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, formerly referred to as the escalation policy.

5.7 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.

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 topics in safeguarding; we endeavour to ensure that **ALL** staff and Governors are familiar with the processes in place to identify, report, monitor:

- Bullying, including cyber bullying
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Children missing from education
- County lines
- Domestic abuse
- Substance abuse
- Fabricated or induced illness
- 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, including 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
- Cyber crime

The 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 2021) 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).

CSE can occur over time but could also be a one off occurrence and may happen without the child's immediate knowledge; e.g. through others sharing images or videos of them on social media.

CSE can affect any child who was coerced into engaging in sexual activities including 16/17 year olds who can consent to sex. Some children may not realise that they are being exploited and may believe they are in a genuine romantic relationship.

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 Child Criminal Exploitation

Activities such as county lines, shoplifting, pickpocketing, vehicle theft/damage can all be forms of CCE.

Children can get trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence and entrap and coerce them into debt. They may be forced to carry weapons such as knives or as a form of protection for themselves. Children involved in CCE often commit the crime themselves so are not easily seen as victims and are therefore very vulnerable. They may still have been criminally exploited even if they appear to have agreed or consented to the activity. It can be very specific e.g County Lines, shoplifting, vehicle theft, pick pocketing.

All professionals should be aware that girls can also be involved in CCE. Although the. indicators may not be the same. It is important to note that those involved with CCE may be at higher risk of sexual exploitation.

6.3 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 areas within the UK, using dedicated mobile phone lines or other forms or 'deal line'. This activity can happen locally as well as cross the UK. Children and vulnerable adults are exploited to move, store and sell 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 and other education settings.

Children are increasingly being targeted via social media. Children can be easily trapped by this type of exploitation as county lines can manufacture drug debts which need to be worked off or threaten serious violence towards victim and their families if they attempt to leave the county lines network

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

6.4 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 July 2018).

The School will ensure **ALL** staff, including governors, adhere to their duties in the Prevent guidance 2015 to prevent radicalization.

The Head of School 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).

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 will 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 2021).

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

Additional contact details:

Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: 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

6.5 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'.

6.6 Female Genital Mutilation (FGM)

The 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 there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

6.7 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, we will make immediate contact with MARU for guidance and advice.

6.8 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.

Please refer to the Peer on Peer Abuse policy we have in school.

Please also refer to the following school and Trust policies: Anti bullying, Equality and diversity, Acceptable use policy, Technical security policy and Digital safeguarding policy.

6.9 Sexual Violence and sexual harassment between children in schools and colleges

Our school has a zero tolerance to sexual harassment and sexual violence. It is never acceptable and will never be tolerated. 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. A victim should never be given the impression that they are creating a problem by reporting the abuse.

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 2021) clearly outlines the response that should be taken. Please refer to our peer-on-peer policy.

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 2021).

6.10 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, school staff will follow the same procedures as outlined within this policy and liaise with the DSL, initially.

6.11 Online safety (including cyber crime)

KCSIE (September 2021) Annex D: Specifically focusses on online safety information and support for Governing Bodies, senior leaders and parents and children.

As a school, we take online safety very seriously, both in terms of our pupils and all of our staff. Please also refer to the digital safeguarding policy and the acceptable use policy for staff.

Cyber Crime: This is a criminal activity committed using computers and/or the internet.

6.11.1 Filtering

The School is adhering to the guidance within the revised KCSIE (September 2021) Annex D and this is reflected within our online safety policy.

6.12 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside, or outside, of the home. (Working Together July 2018, updated December 2020).

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, may not want to 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 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.

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, the school will be informed by 9am on 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.

Operation Encompass Helpline

The Operation Encompass Teachers Helpline, funded by Home Office and the Department for Education, has extended its operating hours. It is now available Monday to Friday from 8am to 1pm throughout term-time, including during lockdown restrictions and is available for all staff in educational settings.

The Helpline allows staff to speak in confidence with an educational psychologist about how best to support children experiencing domestic abuse.

DSL's would be the most likely people to contact the helpline and should be consulted if a member of staff is contacting them.

6.13 Children Missing 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; this may link to involvement in 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.

6.13.1 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:

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.

6.13.2 Exclusion – Temporary and permanent

All children who are at risk of temporary or permanent exclusion must be risk assessed and this formerly recorded. If it is not deemed appropriate or safe to continue with the exclusion, then the school will work with the Local Authority to find a more suitable alternative.

If any child at risk of temporary or permanent exclusion has an allocated social worker, they must be consulted ahead of any decision to exclude.

6.13.3 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 is sought to ensure the child/ young person has their full entitlement. Guidance is available at:

www.cornwall.gov.uk/schools-and-education/schools-and-colleges/reduced-timetables-part-time-attendance/

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.

6.14 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 2021)

A designated children in care lead has been appointed from the senior leadership team. In our school, this person is currently Karen Hurr.

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 also have information about the child's care arrangements and the level 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 lead must engage in appropriate training and hold 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'.

6.15 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.

6.16 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.

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

6.18 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; this means that 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, county lines, domestic abuse and gang culture. It can also involve links to anti-social behaviour, identifying local 'hot-spots' in the community. Always discuss any concerns with your DSL/DDSL 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.

6.19 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.

6.20 Special Circumstances

6.20.1 Work Experience

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

6.20.2 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 E of KCSIE (September 2021) to ensure that hosting arrangements are as safe as possible.

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 or other professionals. This includes having an 'off the record discussion'. 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. GDPR provides a number of bases for sharing personal information. It is not necessary to seek consent to share information for the purposes of safeguarding and promoting the welfare of a

child provided that there is lawful basis to process any personal information required. (Working Together July 2018, updated December 2020)

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 – 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 My Concern or CPOMS.
- Ensuring all records are kept secure on the online system and any paper files are stored 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.

Disclosures, or safeguarding concerns, will be recorded on My Concern or CPOMS, first hand. If the concern or disclosure is urgent, staff members will contact the DSL/DDSL immediately to discuss their concerns in person, as well as recording on the online system. Actions, directed actions, meetings with parents/professionals/pupils/parents or carers, etc, will be robustly recorded on My Concern/CPOMs. Summaries and outcomes will evidence how the disclosure/concern was actioned and how the pupil/family was supported.

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 a volunteer, is involved in an incident outside of school which may/may not have involved children, this could impact on their suitability to work with children. In the case of this event, DSLs should discuss concerns with the LADO. A scenario of this kind is usually referred to as a '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 will be done to help. In all instances, the Head of School must be informed; if they are not available, report to the DDSL, ensuring that the DSL is advised at the early opportunity.

If the allegation concerns the Head of School, then the CEO, Stuart Renshaw, and Chair of the Trust, (currently Rita Watkins- rita.watkins@celticcross.education) must be informed. The

allegations against staff policy should be followed which states that all allegations about Heads of School should be made to the Chair of the SMC.

In all situations regarding an allegation of abuse against a member of staff (including supply staff/volunteers/governors), the school must not act alone and must seek advice and make a referral, where necessary. In such circumstances, our Head of School, or SMC Chair, 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 then 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: Rev. Jules Williams

In the event that you do not feel able to follow the schools whistle blowing policy, but feel that 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. As a school, we follow the guidance in Annex C of KCSIE (revised September 2021) 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 (revised September 2021) 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 (revised September 2021). In addition, we have outlined these responsibilities 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. **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 2021) - 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, you should contact the allocated social worker, or the independent Chair, prior to the meeting.

14. Training

All members of our workforce, who work directly with children, have been provided with, and signed to say that they have read and understood Part 1 of KCSIE (September 2021). SMC have been provided with the appropriate sections of the documents and have signed to say they have read and understood the document.

All staff members will receive appropriate safeguarding and child protection training updates, delivered by the DSL throughout the school year. These will be delivered as part of staff meetings, in addition to safeguarding being a standing item on the agenda of every staff meeting and SMC meetings and Board of Director 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, at least part 1 of KCSIE (September 2021), key contacts, 'what to do if a child discloses abuse', and details about 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. Appropriate online safeguarding training is provided at induction.

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. 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 that safeguarding arrangements are robust, achieving better outcomes for the pupils in our school.

Our SMC 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 the governing body, in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor.

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. All those involved in Safer Recruitment must read KCSIE Part 3.

Safeguarding training assurance from 3rd party providers/contractors

It is the responsibility of the school 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 will ensure that contractors/3rd 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/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

As outlined in our policies, staff are aware that they should not, at any time, use their own personal cameras/smart phones to record 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 our pupils should be challenged by staff immediately, unless they are absolutely confident they have the relevant permissions.

17. Supporting our 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 and mental health difficulties. More information can be accessed via MARU or the Early Help Hub. The Trust's insurance service also provides support services which can be accessed through contacting hr@celticcross.education.

Staff should also be able to access support through:

- Their own GP
- The Samaritans helpline: 116 123
- The NSPCC helpline: 0808 800 5000 (they're not just there for children!)

The DSL and Safeguarding SMC will take responsibility for updating this policy and informing all staff and 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 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 burns.

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 our 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 SMC 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 SMC 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) and Child Criminal Exploitation (CCE)

Different forms of abuse can often overlap and perpetrators may subject children to may forms of abuse. 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
- Associate with other children involved in exploitation
- 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
- Suffer from changes in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing or regularly coming home late

- 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

County Lines

Indicators may include:

- Going missing and are subsequently found in areas away from their home
- Have been the victim or perpetrator of serious violence (e.g knife crime)
- Are involved in receiving request for drugs via phone lines, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as 'plugging' where drugs are concealed internally to avoid detection
- Are found in accommodation they have no connection with, often called a 'trap house' or 'cuckooing', or hotel room where there is drug activity
- Owe a 'debt bond' to their exploiters

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
- Pupils not wanting to participate in physical education
- In pain/have 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
- 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: Managing a Disclosure of Abuse

It is extremely important that, if a child discloses to a member of staff, they 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, 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's staff member (including supply staff, volunteers and governors).

Please refer to KCSIE, part 4, for all details.

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 as they are, ultimately, responsible for all staff within the school.

If the allegation concerns the Head of School, then the Chair of the SMC 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 will be 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
- Ensures 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
- Promotes 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 and should be a permanent member of staff.

We maintain consistent communication between our safeguarding team, ensuring that all records are kept centrally and they are, at any point, available to be accessed by any DSL or DDSL.

Governing Body

Trustees and SMC will ensure they are meeting the requirements of Part 2 of KCSIE (September 2021) by:

- 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.
- Ensure 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 a nominated link SMC member for child protection and safeguarding has received appropriate training for their role; these members will never be a member of staff as we appreciate that this could lead to a possible conflict of interest. SMC members remain 'critical friends' of the school.
- Safeguarding SMC should not act in the role of DSL or DDSL. No member of the SMC 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, 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 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.
- 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; they attend regular training and briefings in relation to children in care.
- Safeguarding is an agenda item at every SMC meeting and at ever Board of Directors meeting.
- That there are procedures in place in handling allegations against staff, supply staff, volunteers and SMC, 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.
- The Board of Directors have appointed a whistleblowing Director.
- That all staff, (including volunteers and frequent visitors) who will be working in the school, are given a mandatory safeguarding 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 on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, including RSHE.
- We have in place a Digital Safeguarding policy, equipped to deal with a widening range of issues associated with technology.
- The SMC have an overview of children who are at risk of being excluded and EHE, but there are no identifying details within discussions or paperwork received.
- 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, or known, that a child or young person may be privately fostered.
- Making sure that the Child Protection and Safeguarding policy is available to parents and carers, as appropriate, including uploading to the school's webs3oite.

- That all relevant safeguarding policies are reviewed on a regular basis 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.