



TRURO
HIGH SCHOOL
Girls First

POLICY 1

CHILD PROTECTION AND SAFEGUARDING POLICY

Policy reviewed by	Deputy Head
Governors' Committee	Full Board
Approval/Oversight	Approval
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Important contact numbers

Deb Freeman (DSL)	206 / (01872) 242906
MARU	0300 123 1116 (out of hours 01208 251300)
Safeguarding Adults	0300 1234 131 (out of hours 01208 251300)
LADO	01872 326536

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TRURO HIGH SCHOOL

CHILD PROTECTION AND SAFEGUARDING

1. INTRODUCTION

1.1 This policy is applicable to all pupils in the School, including those in the EYFS.

1.2 This policy has regard for:

- *Keeping children safe in education (KCSIE)* ([DfE, September 2020](#)). (ALL staff are required to read Part 1 of KCSIE ([click here](#)), and all school leaders and those staff who work directly with children are required to read Annex A. Governors are required to read the entire document and ensure the School has regard to it.)
- *Working together to safeguard children (WTSC)* (HM Government, July 2018) ([click here](#))
- *Revised Prevent Duty Guidance: for England and Wales (Prevent)* (HM Government, July 2015) ([click here](#))
- *The Prevent Duty: Departmental advice for schools and childcare providers* (DfE, June 2015) ([click here](#))
- *What to do if you're worried a child is being abused: Advice for practitioners* (HM Government, March 2015) ([click here](#))
- *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government, July 2018) ([click here](#))
- *Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads* (DfE, May 2018) ([click here](#))
- South West Safeguarding and Child Protection Procedures (OSCP) ([click here](#))
- *Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools* (DfE, November 2014) ([click here](#))
- *Sexting in schools and colleges: Responding to incidents and safeguarding young people* (UKCCIS) ([click here](#))
- *How social media is used to encourage travel to Syria and Iraq: Briefing note for schools* (HM Government & DfE) ([click here](#))
- For links to further information and guidance, refer to Appendix B.

1.3 The policy should also be read in conjunction with MIST's Safeguarding and Child Protection Policy which sets out the delegation of the proprietor's responsibilities to school governors and the reporting required. ([click here](#))

1.4 The Governing Body takes seriously its responsibility under paragraph 54 of KCSIE to ensure there is an effective child protection and safeguarding policy for the School. Governors undertake an annual review to satisfy themselves that the policy and its procedures are implemented fully in practice. One Governor is appointed as the board level lead on this and there is a deputy designated Governor. (see 22.2 below).

1.5 Safeguarding and promoting the welfare of children is defined in KCSIE (paragraph 4) as, 'protecting children from maltreatment; preventing impairment of children's physical and mental health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking

action to enable all children to have the best outcomes.’ In some cases, a mental health issue could be an indicator of a Child Protection and/or Safeguarding concern. (see separate Mental Health & Wellbeing Policy)

- 1.6** Children includes everyone under the age of 18, but the School has a responsibility to safeguard all pupils in its care, including those 18 years of age or older.
- 1.7** The School is fully committed to safeguarding and all staff, including temporary, supply and ancillary staff and volunteers, and Governors have a full and active part to play in protecting pupils from harm, and the child’s welfare must be their paramount concern. Safeguarding is **EVERYONE’S** responsibility. At all times, staff need to consider, what is in the best interest of the child.
- 1.8** The School recognises that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised at Truro High School.
- 1.9** All staff subscribe to the view that the School should provide a caring, positive, safe and stimulating environment which promotes the social, physical, moral and spiritual development of the individual child.
- 1.10** Definitions of abuse and neglect can be found in Appendix A and further information on specific forms of abuse and safeguarding issues in Appendix B.
- 1.11** This policy should be read in conjunction with the following documents:
- Peer on Peer/Child on Child Abuse Policy (including Sexual Violence & Sexual Harassment and Child Involved Sexual Imagery guidance)
 - Staff Recruitment Policy
 - Use of Reasonable Force Policy
 - Missing Pupils Policy
 - Online Safety and Mobile Devices Policy including remote learning
 - Low-Level Concerns Policy
 - Whistle Blowing Policy
 - Health and Safety Policy
 - Staff Code of Conduct.
 - Staff Development and Induction
 - Safeguarding response to CME (see Appendix J)
 - Guidance for Full Opening of Schools (DfE August 2020)
 - Mental Health and Wellbeing Policy

2. CONCERNS ABOUT A CHILD

- 2.1** Local procedures are set by the Cornwall and Isles of Scilly Safeguarding Children Partnership (OSCP), formerly the Cornwall and Isles of Scilly Safeguarding Board (LCSB). The full procedures for Cornwall and the Isles of Scilly can be found at www.safechildren-cios.co.uk. The School contributes to inter-agency working in accordance with the OSCP. The OSCP follow the South West Safeguarding and Child Protection Procedures (www.proceduresonline.com/swcpp/cornwall_scilly/index.html)
- 2.2** Any member of the school community who has concerns about a child being abused, neglected or at risk of being drawn into terrorism must report these concerns to the Designated Safeguarding Lead (DSL), Miss Deb Freeman (Deputy Head), or to the Deputy Designated Safeguarding Leads (DDSL), Mrs Katie Hinks (Head of Prep) and Mrs Dawn Kingston (School Nurse), or in their absence to a member of SLT. They will make a decision on whether to report the matter to the Multi-Agency Referral Unit (MARU).
- 2.3** Truro High School are part of Operation Encompass and the named contact is Deb Freeman (DSL). We do not always receive notifications for children who live outside our MAP.

- 2.4** Children with a social worker (CiN or CP) may be more vulnerable and need more support.
- 2.5** Any member of the school community is at liberty to report their concerns directly to the MARU.
- 2.6** Every member of staff has a responsibility to pursue a concern they have about a child. However, the DSL and DDSLs are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- 2.7** If, after a referral, the child's situation does not appear to be improving, the DSL (or the person who made the referral) will press for re-consideration to ensure concerns have been addressed and, most importantly, that the child's situation improves.
- 2.8** All staff should challenge inaction where they perceive it by following the School's Escalation Procedures set out in Appendix E. (Also see Section 4 below).
- 2.9** **If a child is in immediate danger or is at risk of harm a referral should be made to the MARU or the police immediately. Parental consent is not needed and anybody can make a referral.**
- 2.10** Advice on how to identify signs of abuse or neglect is included in induction and annual training for all staff. See also Appendix A.
- DfE advice is available on their website – see *What to do if you're worried a child is being abused: Advice for Practitioners* ([click here](#)). The NSPCC website also provides useful additional information.
- 2.11** Details of the MARU are as follows:
- | | |
|---------------------------------|---|
| Telephone | 0300 123 1116 (out of hours 01208 251300) |
| For a pupil over the age of 18: | |
| Telephone | 0300 1234 131 (out of hours 01208 251300) |

3. ACTIONS & REFERRALS

- 3.1** If there are any concerns about a child, the following procedures must be followed (see Appendix B for a flowchart of the referral procedure.):
- A cause for concern form must be filled out. These are available in all staff rooms and on the Staff Shared area under Child Protection and Safeguarding/Cause for concern forms. (See Appendix D).
 - The DSL or a DDSL must be informed immediately.
 - If the DSL or DDSLs are not available, do not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or DDSLs) as soon as is practically possible.
 - Options will then include:
 - Managing any support for the child internally via the school's pastoral system.
 - An early help assessment. The Hub can be contacted on 01872 322277 or earlyhelphub@cornwall.gov.uk. (See section 7 below for further details on early help provision.)

The DSL (or DDSL) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Should it be decided to report the matter to the MARU, both the

department in Cornwall and the Isles of Scilly and, where it is different, the department where the child lives will be advised of the problem, on the same day when possible.

- A referral for statutory services, for example, as the child might be in need, is in need or suffering or likely to suffer harm. The latter will be reported immediately to the MARU and certainly within 24 hours. The threshold for this referral might be low, with the emphasis on ensuring that a child receives the right help at the right time.
- In all cases concerns should be regularly reassessed in order to check whether the situation improves. This is done by the DSL (DDSLs) and/or at meetings of the School's Welfare Team.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that they may be expected to play in such assessments.
- **Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.**

3.2 Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

3.3 The referrer should follow up if this information is not forthcoming.

3.4 If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

4. ESCALATING CONCERNS

4.1 Once concerns have been passed on to designated staff or a referral has been made, if the child's situation does not appear to be improving, the referrer or the member of staff reporting concerns should consider following the School's escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

4.2 If a member of staff who has passed on concerns about a child to designated staff is concerned about a lack of action or that the situation does not seem to be improving, they should follow the School's escalation procedures as set out in Appendix E.

4.3 Once a referral has been made, if the referrer remains concerned that the situation does not seem to be improving for the child or they are concerned with the outcome of the referral, they should follow the School's escalation procedures as set out in Appendix E. Consideration of the OSCP's escalation procedures should also be taken.

- 4.4** Once a referral has been made, if designated staff remain concerned that the situation does not seem to be improving for the child or they are concerned with the outcome of the referral, they should follow the School's escalation procedures for designated staff as set out in Appendix F.
- 4.5** Designated staff must also consider the [*OSCP's escalation policy and flowchart*](#) which should be used in conjunction with the School's procedures.
- 4.6** If staff have concerns about a child, they should continue to seek action until the situation for the child improves.
- 4.7** See Section 16 for Whistleblowing procedures and the School's Whistleblowing policy.

5. DISCLOSURES

- 5.1** If confronted with a possible case of abuse, or disclosure of abuse, each member of staff should in the first instance follow the simple rules of listening and being supportive, but without asking any leading questions.
- 5.2** Contemporaneous notes (as near verbatim as possible) should be kept of any conversation, and signed and dated by the member of staff.
- 5.3** If a pupil is deemed to be at risk, or has made an allegation or disclosure of abuse, it must be explained to the pupil that the member of staff is under a duty to report the matter and that a referral will be made to the police if a crime has been committed.
- 5.4** The pupil will need to be reassured that only the minimum number of people will need to know in order to keep her safe, and that it is in her best interests that the matter is reported.
- 5.5** Staff must not conduct any kind of investigation.
- 5.6** Staff cannot undertake to keep confidential what the pupil has told them. If a member of staff has concerns about any behaviour towards pupils, they must report these to the DSL or DDSL.
- 5.7** For further guidance on dealing with a disclosure, see Appendix G.

6. INFORMATION SHARING

- 6.1** All staff are made aware that they have a professional responsibility to share information in order to safeguard children.
- 6.2** All staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
- 6.3** [*Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers*](#) supports staff who have to make decisions about sharing information.
- 6.4** This advice includes the seven golden rules for sharing information (see Appendix H of this policy) and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR).
- 6.5** If in any doubt about sharing information, staff should speak to the DSL, DDSL or the Bursar.
- 6.6** Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

7. EARLY HELP

- 7.1** All staff are made aware of the early help process and are asked to be alert to identifying children who may benefit from early help.
- 7.2** ‘Early help’ means providing support as soon as a problem emerges at any point in a child’s life from the foundation years through to the teenage years.
- 7.3** In the first instance staff should discuss early help requirements with the DSL or DDSL who will take the lead on Early Help cases and liaise with other agencies and setting up an inter-agency assessment as appropriate.
- 7.4** Staff may be required to support other agencies and professionals in an early help assessment.
- 7.5** Any child may benefit from early help, but all staff need to be alert to the potential need for early help for a child who:
- 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 being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing drugs or alcohol themselves
 - has returned home to their family from care
 - is a privately fostered child

8. HONOUR BASED ABUSE (including FGM & Forced Marriage)

- 8.1** The School has a responsibility to be vigilant to so-called ‘honour-based’ violence (HBV) which encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
- 8.2** All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.
- 8.3** If in any doubt, all staff should speak to the DSL or DDSL.
- 8.4** In October 2015 it became mandatory for teachers (persons employed or engaged to carry out teaching work at schools and other institutions in England) to report to the police cases where they discover that an act of FGM appears to have been carried out.
- 8.5** Unless there is good reason not to, teachers should still consider and discuss such a case with the DSL and involve the MARU.
- 8.6** In addition, all staff should follow the school child protection procedures set out in this policy to share their concerns with the DSL if they suspect FGM may have been carried out or that a girl may be at risk of FGM.
- 8.7** Signs and indicators of FGM are found in Appendix A and further information in Appendix B.

9. PEER ON PEER/CHILD ON CHILD (PREP) ABUSE (Sexual Violence & Harassment and Child Involved Sexual Imagery)

- 9.1** All staff should be aware safeguarding issues can manifest themselves via peer-on-peer (pupil-against-pupil) abuse.
- 9.2** This is most likely to include: sexual violence, sexual harassment, physical abuse, sexting (child involved sexual imagery), upskirting, initiation/hazing type rituals.
- 9.3** Peer on peer/child on child abuse will not be tolerated or passed off as 'banter', 'having a laugh' or 'part of growing up'.
- 9.4** The School adopts a whole school extra familiar harms approach to tackling peer on peer/child on child abuse.
- 9.5** Peer-on-peer abuse is unacceptable and could constitute a criminal offence and will be taken very seriously.
- 9.6** Domestic abuse in intimate relationships between pupils is a form of peer on peer/child on child abuse.
- 9.7** Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
- 9.8** Please see the School's separate policy for Peer on Peer/Child on Child Abuse which includes further guidance on Sexual Violence & Sexual Harassment and Child Involved Sexual Imagery.

10. SEXUAL RELATIONSHIPS

- 10.1** Staff should be alert to the possibility of sexual relationships between pupils, between a pupil and a member of staff or between a pupil and someone from outside the School.
- 10.2** If a staff member has any concerns, he/she should discuss the matter with the DSL or DDSL.
- 10.3** An inappropriate relationship would include a sexual relationship taking place at school or while a pupil is under the care of the School, or one taking place at any time which involved a pupil under the age of consent.
- 10.4** It is an offence for any member of staff to engage in sexual activity with a pupil of the school, even if that pupil is over the age of consent.
- 10.5** Boarding staff are given guidance on how to deal with potential issues in the boarding houses. See also the 'sexual violence and sexual harassment between pupils' guidance in the Peer on peer/child on child abuse policy.

11. SEND

- 11.1** Children with special educational needs and disabilities (SEND) can provide additional safeguarding challenges.
- 11.2** In particular, barriers can exist to recognising abuse and neglect in this group of children.
- 11.3** Staff are asked to be alert to the following:
 - it can be easy to assume that indicators of possible abuse, such as behavior, mood and injury, relate to a child's impairment without further exploration;
 - children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;

- there could be communication difficulties and barriers.

12. EXTRA FAMILIAR HARMS

- 12.1** Safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur between children outside the school.
- 12.2** All staff, but especially the DSL and DDSLs should consider the context within which safeguarding incidents and/or behaviours occur.
- 12.3** This is known as extra familiar harms, 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.
- 12.4** These factors include wider family, peers, school, wider community and culture.
- 12.5** These factors must also be considered within the on-line environment as well as in the real world. .
- 12.6** Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- 12.7** Please see Appendix I for an extra familiar harms diagram.

13. RADICALISATION

- 13.1** Protecting children from the risk of radicalisation is part of the School's safeguarding duties (under the Prevent Duty).
- 13.2** During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
- 13.3** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.
- 13.4** There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.
- 13.5** Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- 13.6** The internet, and the use of social media in particular, has become a major factor in the radicalisation of young people.
- 13.7** Miss Deb Freeman, DSL, is also the School's lead / single point of contact (SPoC) on the Prevent Duty.
- 13.8** Staff are asked to be alert to:
 - Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out;
 - Graffiti symbols, writing or artwork promoting extremist messages or images;
 - Pupils accessing extremist material online, including through social media;
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance;

- Other schools, local authority services, and police reports of issues affecting pupils in other schools or settings;
- Pupils voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with the School's Equal Opportunities Policy, views based on, but not exclusive to gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views.

Support and advice about extremism are available from:

Devon and Cornwall Police	101 (the non-emergency police number)
DfE dedicated helpline	020 7340 7264; counter-extremism@education.gsi.gov.uk

13.9 In the event of concerns about a pupil becoming radicalised, consideration will be given to the local authority Channel process <https://www.cornwall.gov.uk/media/16047439/the-channel-referral-process.pdf>.

14. SERIOUS VIOLENCE

- 14.1** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 14.2** All staff should be aware of the associated risks and understand the measures in place to manage these. For further information see Annex A.

15. MENTAL HEALTH

- 15.1** All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 15.2** Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 15.3** Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 15.4** If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

16 ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF INCLUDING SUPPLY/AGENCY STAFF AND VOLUNTEERS

- 16.2** KCSiE 2020 states that these procedures should be followed in any case where it is alleged that a member of staff or other adult in school has:
- behaved in a way that has harmed, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children

- 16.3** If an allegation is made against an adult in school the quick resolution of that allegation must be a clear priority to the benefit of all concerned.
- 16.4** The School must, however, not undertake its own investigations without prior consultation with the Local Authority Designated Officer (LADO), or in the most serious cases, with the police, so as not to jeopardise statutory investigations. In borderline cases discussions with the LADO can be held informally and without naming the School or the individual. The LADO must be contacted within 24 hours of receipt of the allegation by the School. If a crime has been committed the matter must be reported to the police.
- 16.5** Any concern about abuse by a member of staff including supply/agency staff and volunteers, including by the DSL or DDSL, or by a volunteer, should be reported immediately to the Headmistress; if the Headmistress is absent the report should be given to the Chair of the Governing Body.
- 16.6** Where the claim is made against the Headmistress, then it must be reported directly to the Chair of the Governing Body without notifying the Headmistress. Details of how to contact the Chair are displayed on staff room noticeboards.
- 16.7** Any member of the school community is at liberty to report their concerns directly to the LADO.
- 16.8** Every member of staff has a responsibility to pursue a concern they have about another member of staff. All staff should challenge inaction where they perceive it (see Section 4) and Appendix E and F for further information on the escalation procedures.
- 16.9** The LADO can be contacted on 01872 326536.
- 16.10** The LADO will discuss the allegation with the Headmistress (or Chair of the Governing Body) to confirm the details and establish whether or not it is demonstrably false or unfounded. Discussions should be recorded in writing and communication with both the individual and the parents/carers of the child/children should be agreed.
- 16.11** If the allegation is not demonstrably false or unfounded it may be necessary to suspend immediately – without prejudice – if:
- There is a potentially criminal act;
 - The member of staff poses an ongoing risk to children;
 - The member of staff's behaviour is totally unsuited to working with children and such behaviour cannot be prevented.
- However, suspension will not be the default position; due weight will be given to the views of the LADO in reaching such a decision.
- 16.12** Procedures will be applied with common sense. There will be a risk assessment of the potential harm the accused person can inflict on pupils by staying in school. If the risk is deemed manageable, so that no pupil will come to harm, then there is no need to suspend that member of staff. The School has a duty of care to its employees: staff will be supported; for instance, they will be advised to contact their union and given advice on possible counselling available. A person will be appointed to keep the subject of an allegation informed of its progress.
- 16.13** The Headmistress will inform the accused person about the allegation as soon as possible after consulting the LADO, giving as much information as possible on the likely course of action. Parents/Carers of the pupil(s) involved will also be informed as soon as possible and kept informed about the progress of the case. In addition, parents/carers will be made aware of the restrictions on reporting or publishing allegations against teachers. The School will make every effort to maintain confidentiality.

- 16.14** If further investigation is needed, the Headmistress and LADO will first discuss when, and by whom, it will be carried out. Arrangements for alternative accommodation offsite away from pupils will be made where a member of boarding staff is suspended pending investigation of a child protection nature.
- 16.15** Allegations found to be malicious will be removed from personnel records. Any member of staff ‘whistle blowing’ in good faith will not suffer retribution or disciplinary action (see Section 16 below).
- 16.16** A summary record of allegations, other than those which are malicious, will be kept on the confidential personnel file of the accused, which will indicate how the allegation was followed up and resolved. A copy will be provided to the person concerned.
- 16.17** Allegations which have been proven to be false, unsubstantiated, malicious or unfounded will not be included in staff references.
- 16.18** The School will report to the Secretary of State, via the Disclosure and Barring Service (PO Box 181, Darlington DL1 9FA; tel: 01325 953795; email: dbsdispatch@dbs.gsi.gov.uk), within one month of leaving the School, any person whose services are no longer used because he/she is considered to have engaged in conduct that has harmed, or is likely to harm, a child, or otherwise poses a risk of harm to a child.
- 16.19** In this context, ceasing to use a person’s services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
- 16.20** The School is committed to consider making a referral to the Teaching Regulation Agency (TRA) where a person in teaching work has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are:
- unacceptable professional conduct that falls below the Teachers’ Standards;
 - the member of staff’s behaviour is totally unsuited to working with children; and
 - conviction or caution, at any time, for a relevant offence.
- 16.21** Where a referral has been made to the Disclosure and Barring Service (DBS), it is not necessary for a referral also to be made to TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to a TRA referral if the individual is / was in teaching work.
- 16.22** Staff teaching practical subjects (e.g. music, sport, art), especially in a one-to-one situation (e.g. instrumental music lessons), need to be aware of the heightened risks and must be vigilant. Guidance is set out in the Staff Code of Conduct.

17 STAFF BEHAVIOUR POLICY (Code of Conduct)

- 17.2** The School expects staff to maintain levels of behaviour as set out in the School’s Staff Code of Conduct, Safer Working Procedures (May 2019) and the DfE’s *Teachers’ standards* (July 2011).
- 17.3** If any member of staff is concerned that either their own or a colleague’s behaviour has fallen short of the standards set out in our Code of Conduct, they should follow the procedures set out in our Loe-Level Concerns policy.

18 WHISTLE BLOWING PROCEDURES

- 18.2** *WTSC* requires schools to have clear whistle blowing procedures suitably referenced in staff training and codes of conduct.
- 18.3** Truro High School promotes a culture where staff members should feel safe raising concerns. The School values staff and maintains a reflective practice in all that it does.
- 18.4** All staff have a duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. They should speak in the first instance to the DSL or to the Headmistress (though see below 16.4). All concerns will be taken seriously and there will be no retribution or disciplinary action taken against a member of staff for making such a report, provided that it is done in good faith.
- 18.5** The School has a separate Whistle Blowing Policy which is available to staff on the Shared Network. This outlines the procedures for reporting and handling concerns, including concerns about the attitude or actions of the DSL or of the Headmistress. Staff are regularly reminded of these procedures as part of staff training and they form part of the formal induction process. Support can be provided to staff by the Bursar where necessary.
- 18.6** The Designated Governor for Whistleblowing is Mr Andrew Johnson.
- 18.7** Provision can be made for mediation and dispute resolution where it is necessary.
- 18.8** General guidance can be found at [Advice on whistleblowing](#). The [NSPCC whistle blowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285, 8:00am-8:00pm, Monday to Friday, or email help@nspcc.org.uk.

19 SAFER RECRUITMENT

- 19.2** The School's Staff Recruitment Policy is found on the Shared Network.

20 ONLINE SAFETY

- 20.2** The School is alert to the need to safeguard pupils from potentially harmful and inappropriate material online. The School's Online Safety and Mobile Devices Policy including remote learning outlines how the School does this.
- 20.3** The School is committed to ensuring that all its pupils will be able to use existing, as well as up and coming technologies safely. We are also committed to ensuring that all those who work with children and young people, as well as their parents/carers, are educated as to the risks that exist so that they can take an active part in safeguarding children.
- 20.4** For further guidance on teaching pupils to use the Internet safely refer to the 2019 DfE guidance [Teaching online safety in schools](#).
- 20.5** The School has appropriate filters in place and these are reviewed regularly. The School also uses monitoring software to help to identify pupils accessing or trying to access harmful or inappropriate material online.

21 USE OF CAMERAS AND MOBILE PHONES IN SCHOOL AND IN EYFS

- 21.2** Staff members lock away their mobile phones during contact time with pupils in EYFS.

21.3 Photographs of children are only taken using school cameras, one of which is kept in the Reception classroom for EYFS and the others in reception.

21.4 School cameras are stored securely in school and only leave the premises for school trips. Photographs are only downloaded to the school network.

21.5 Staff are advised that:

- They should never to take photographs in a one-to-one situation with a pupil;
- Individual close-up pictures of children provide little context or purpose; most often an image of a group of children will show an activity or situation to better effect;
- No child should be favoured in the photographs;
- Images which could be considered to cause distress, upset or embarrassment must not be used;
- Images of all children must only be taken when they are in full suitable dress;
- The taking or making of images in sensitive areas, e.g. toilet cubicles and changing areas, is not permitted;
- Images for the purpose of publication (for example, the school website, newsletters or marketing materials) **MUST** have the consent of parents and, where appropriate, the pupils;
- It must be ensured that a child's full name does not appear in any caption or accompanying text alongside their photograph, e.g. displays, documentation, name cards;
- The minimum amount of information possible is to be provided, to preserve the identity of children.

22 THE ROLE OF THE DSL

The role of the DSL and the DDSLs is broad. Their role falls broadly into the following areas:

22.1 *Managing referrals*

- To refer cases of suspected abuse to the MARU as required;
- To support staff who make referrals to the MARU;
- To refer cases to the Prevent coordinator or the Channel programme where there is a radicalisation concern as required;
- To support staff who make referrals to Prevent or the Channel programme;
- To refer cases where a person is dismissed or left due to risk/harm to a child to the DBS as required;
- To refer cases where a crime may have been committed to the Police as required.

22.2 *Work with others*

- To liaise with the Headmistress to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, to liaise with the 'case manager' (usually the Headmistress) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, Designated Teacher for Looked After Children and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- To liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- To act as a source of support, advice and expertise for staff.
- act as a point of contact with the three safeguarding partners

22.3 *Training*

The DSL (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should also undertake relevant Prevent training as the SPoC. In addition to the formal training set out above, their knowledge and skills should

be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role:

- To understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- To have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- To ensure each member of staff has access to, and understands, the School's child protection policy and procedures, especially new and part time staff;
- To be alert to the specific needs of children in need, those with SEND and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the OSCB, other agencies, organisations and practitioners.
- To be able to keep detailed, accurate, secure written records of concerns and referrals;
- To understand and support the School with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- To obtain access to resources and to attend any relevant or refresher training courses;
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

22.3 Raising awareness

- To ensure the School's Child Protection and Safeguarding Policy and procedures are known, understood and used appropriately;
- To ensure the School's Child Protection and Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and to work with Governors regarding this;
- To ensure the Child Protection and Safeguarding Policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- To link with the OSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote the educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers and leadership staff. The DSL should ensure that staff know who these pupils are and support teaching staff to identify the challenges that children in this group might face and the academic support and adjustments that they could make best support these children.

22.4 Child Protection Files

- To ensure that child protection files are maintained in line with data protection legislation, held securely with access limited only to those who need to know, and retained in line with nationally recognised retention schedules
- Where children leave the School, to ensure their child protection file is transferred to the new school or college as soon as possible ensuring a secure transit, and confirmation of receipt should be obtained.
- The DSL will also consider sharing information with the new school or college in advance of a pupil leaving to allow them to continue to support the pupil and have support in place when they arrive.
- The DSL will ensure that all key staff such as designated safeguarding leads and Head of Learning Support are made aware of any information that they need to know upon the receipt of a child protection file for a new pupil.

22.5 Availability

- To be available for staff to discuss any safeguarding concerns.

- 22.6** It should be noted that whilst the activities of the DSL can be delegated to the DDSLs, the ultimate **lead responsibility** for child protection remains with the DSL; this **lead responsibility** should not be delegated.

23 TRAINING

23.3 The DSL and DDSLs have undertaken Multi-Agency Child Protection training and one DDSL has undertaken Training for Teachers Foundation training which allows the DSL to deliver Single Agency Safeguarding training in the School. They undertake regular training at least annually in accordance with locally-agreed procedures. The required training content for these roles is set out in Annex B of *KCSIE*.

23.4 All new staff and Governors receive formal training on child protection procedures as part of the induction process. This is conducted by the DSL. This training includes the explanation of the following and copies of the following documents*:

- The School's Child Protection and Safeguarding Policy*;
- Peer on Peer/Child on Child Abuse Policy*
- Online safety and mobile devices policy
- The School's Staff Code of Conduct and Whistle Blowing Policy*;
- Rewards and Sanctions Policy
- Safeguarding response to Children Missing in Education (see Appendix I)
- Their responsibility under the Prevent Duty;
- Mandatory reporting of suspected FGM;
- The School's duty to actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs;
- The identity and contact details of the School's DSL and DDSL*;
- The requirement for all staff to read Part 1 of *KCSIE** ([click here](#)) and the requirement for all school leaders and those staff who work directly with children to read Annex A.
- How to manage a report on child on child sexual violence and sexual harassment.
- Their responsibility to be aware of *What to do if you are worried a child is being abused – A guide for practitioners*.

23.5 All staff and Governors receive single agency safeguarding training delivered by the DSL and DDSL in order to develop their understanding of the signs and indicators of abuse. This happens at the beginning of each academic year. All staff will receive regular safeguarding and child protection updates, in line with OSCP advice including in Prevent and online safety, including informal updates.

23.6 The School ensures that mechanisms are in place to enable all staff to read and understand their responsibilities in *KCSIE* Part 1, and Annex A where appropriate (see 21.2 above), together with the relevant policies.

23.7 The DSL and DDSL provide single agency safeguarding training to regular volunteers and senior pupils taking on roles of responsibility within the School.

24 OVERSIGHT AND REVIEW OF POLICIES AND PROCEDURES

24.3 Governors must ensure that the School has a Child Protection and Safeguarding Policy and that this is known to all staff and Governors.

24.4 Mr Andrew Johnson is the designated Governor for Child Protection and Safeguarding. He is supported by another Governor, who acts as his deputy, Revd Canon Dr Lynda Barley. Their role is to liaise with the DSL and DDSL and champion safeguarding in all governing body matters. The DSL, Miss Deb Freeman, is Deputy Head and the member of the Senior Leadership Team who takes responsibility for child protection matters.

24.5 The Prevent governor is Andrew Johnson.

24.6 As part of an annual review, the designated Governor will monitor the efficiency by which policy and procedures have been implemented and report to the Governors. Any deficiencies will be remedied immediately. The review of child protection and safeguarding policy and procedures will appear as an agenda item at the summer term full board meeting of each academic year and the findings minuted.

24.7 The Governors should ensure that the School contributes to inter-agency working in line with statutory guidance in *WTSC*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

24.8 All schools should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

24.9 The Governors should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the OSCP. Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the OSCP can require a school or college to supply information in order to perform its functions; this must be complied with.

24.10 This policy and relevant procedures will be reviewed at least annually by the DSL and the Headmistress. Reviews will also take place after any safeguarding incident and following the introduction of new statutory requirements. The policy will also be reviewed by the Governing Body at least annually, or as soon as changes are made to the policy.

25 ARRANGEMENTS FOR OTHER SAFEGUARDING AND WELFARE RESPONSIBILITIES

25.1 SAFEGUARDING CURRICULUM

The School actively promotes the welfare of children and fundamental British values explicitly through the PSHE curriculum, assemblies and pastoral days, and implicitly through the whole operation of the pastoral system. Pupils are given the information to keep themselves safe, including online (see Section 18 above).

25.2 CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse or neglect and could be for reasons such as sexual exploitation, travelling to conflict zones, forced marriages and female genital mutilation (FGM). If a child is away from school for a continuous period of 10 days or more without permission, the School will contact the local authority. If a child is absent from school on a regular basis, the School will seek to ascertain the reasons for these absences from the parents/carers and, if concerned, will contact the local authority. (see Appendix I)

25.3 LEAVERS & JOINERS

The School notifies the local authority within five days when a pupil's name is added to the admission register at a non-standard admission point. The School also notifies the local authority when a pupil is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. Staff must be alert to signs of girls at risk of travelling to conflict zones, female genital mutilation, forced marriage or other honour based abuses. Further information and guidance can be found in [*Children missing education: statutory guidance for local authorities – September 2016*](#).

APPENDIX A: Indicators of abuse and neglect

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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

It is OK to ask a child of sufficient age and understanding how they may have sustained an injury but not to ask any form of leading question.

- Bruising to the face (other than forehead) especially cheeks, eyes, ears mouth.
- Bleeding from the mouth or ear
- Bruising around the neck
- Bruising in a pattern suggestive of finger or hand print, or of an implement mark such as stick or belt
- Bruising which may indicate bite mark, look at the size of the bite mark
- Multiple bruises of different ages (more than you would expect for that stage of development)
- Burns and scalds, especially cigarette burns or those with inadequate / inconsistent explanations
- Fractures, particularly in children under 2 years
- Loss of consciousness, apnoeic episodes when other medical explanations are eliminated
- Poisoning, including prescribed or illicit drugs, alcohol, household substances
- Fabrication or suggestion of symptoms, tampering with test results or inducing illness of a child

There may also be behavioural indicators of physical abuse

- Flinching away from contact
- Extremes of behaviour
- Being bullied or being a bully
- Self-harm
- Truancy
- Running away

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

Symptoms are non-specific but may include:

- Impaired ability for play and enjoyment
- Lack of curiosity and natural exploratory behaviour
- Persistent head banging or rocking in a younger child
- Delayed language and social skills
- Low self-esteem and feeling of worthlessness
- Eating disturbances or poor growth
- A family history of domestic violence, mental illness of a carer or drug or alcohol misuse
- Behavioural difficulties including aggressive or disruptive behaviour, wetting or soiling, running away etc.
- Self-harm, overdose or attempted suicide
- Scapegoating
- Substance misuse

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. The sexual abuse of children by other children is a specific safeguarding issue in education.

- Sexually abused children are frequently obedient to adults and anxious to please but with poor peer group relationships
- Physical signs may include genital/anal bleeding, lacerations or bruising
- Sexually transmitted disease
- Pregnancy

In younger children:

- Over sexualised language or play
- Acting out and aggressive behaviour
- Over sexualised behaviour

In older children:

- Withdrawn and/or overtly compliant behaviour
- Depression and suicidal behaviour
- Self-mutilation
- Running away
- School refusal and/or truancy
- Drug and alcohol abuse
- Eating disorders

At any age:

- A sudden change in normal behaviour patterns
- Sexual awareness and knowledge well in advance of what would be expected at the child's level of development
- Children who are being sexually abused do not necessarily display any behavioural disturbance

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

- Faltering growth where medical investigation has excluded any medical reason
- Basic needs not being met
- Poor skin care, hair loss, poor hygiene or inadequate clothing
- Lack of appropriate supervision (leading to risk of 'accidental' injury)
- Developmental delay, impaired language skills, poor social skills, apathetic or dejected presentation
- Persistent failure to follow any medical advice
- Poor school attendance
- Failure to protect from harm

Radicalisation: Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality

- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others.

Female Genital Mutilation:

- difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet
- unusual behavior after an absence from school
- reluctance to undergo normal medical examinations
- plea for help without explicit explanation due to embarrassment or fear

Prior to FGM taking place a girl may talk about being taken 'home' to visit family, a special occasion to 'become a woman' or an older female relative visiting the UK. If you suspect FGM, you must dial 999.

Child Criminal Exploitation (CCE):

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE):

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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.

CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Domestic abuse:

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass:

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

APPENDIX B:

Further information on Abuse and Safeguarding Issues

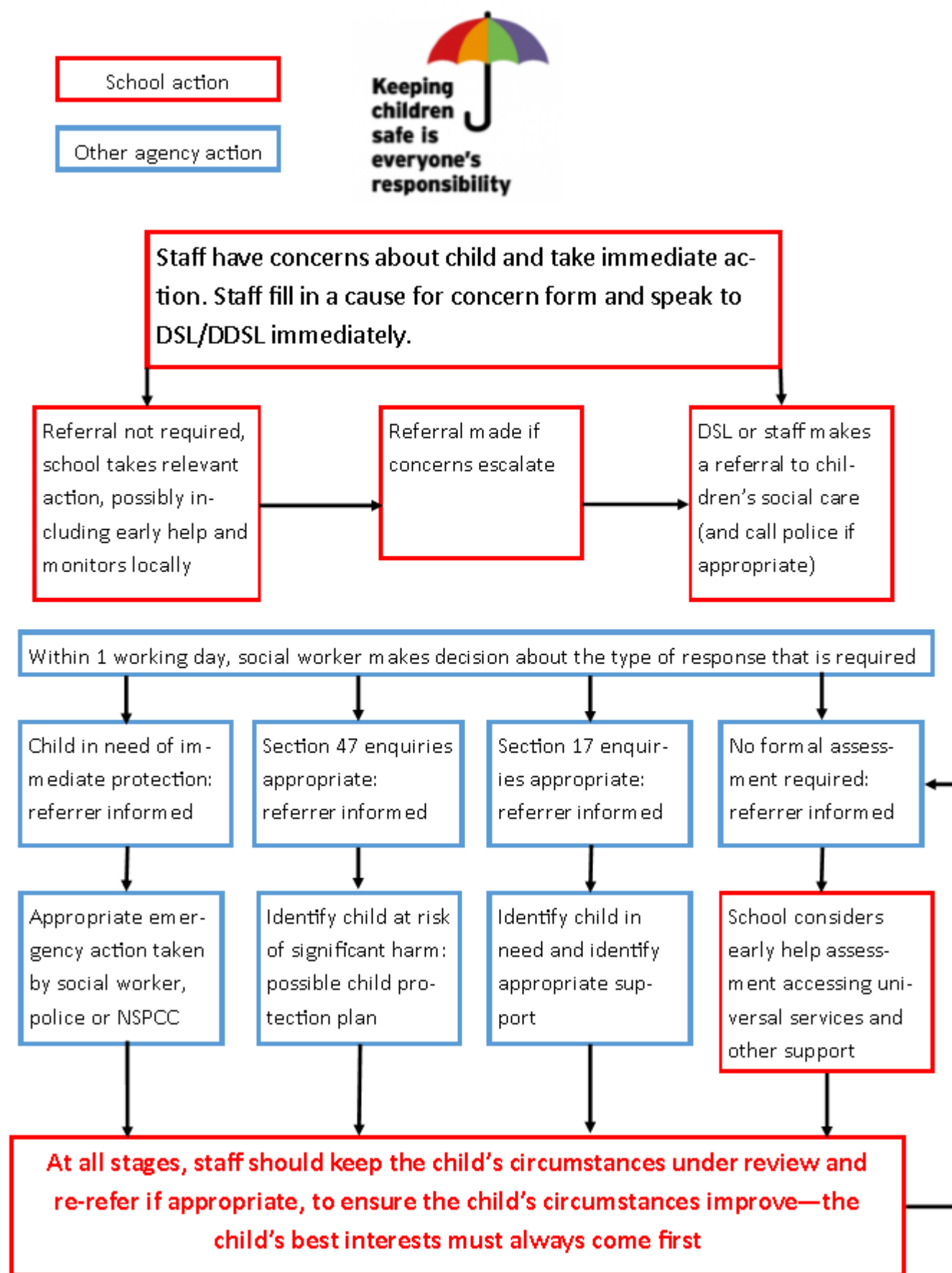
[Annex A of KCSIE](#) contains important additional information about specific forms of abuse and safeguarding issues which must be read by all staff who are in regular contact with children.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Annex A Index	
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Additional advice and support Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
	Cyber Bullying: Advice for headteachers and school staff	DfE advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance

Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools covering drug (& alcohol) prevention	Website developed by Mentor UK
“Honour Based Abuse” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	MHCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Actions where there is concerns about a child



TRURO HIGH SCHOOL CAUSE FOR CONCERN FORM

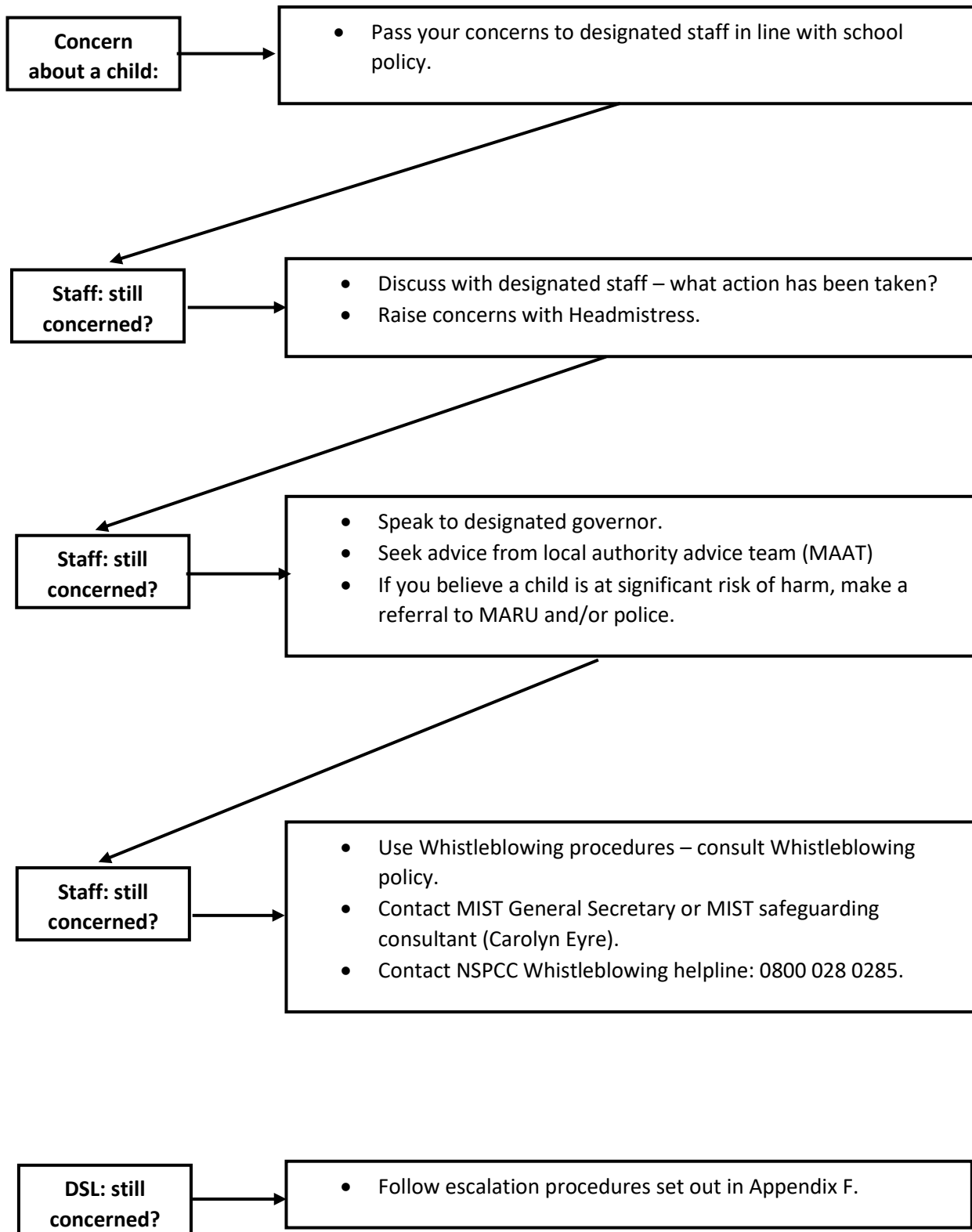
To be completed by ALL workers logging a Concern/Disclosure about a Child's Safety and Welfare.

Child's Name:		Date of Birth:	
Date:		Time:	
Printed name (person completing)		Signature (person completing)	
Position/role:			
What are your concerns?			
Note action taken, including names of anyone to whom your information was passed.			

THIS FORM MUST BE PASSED IMMEDIATELY TO THE DESIGNATED SAFEGUARDING LEAD – DEB FREEMAN OR DDSL'S – KATIE HINKS & DAWN KINGSTON

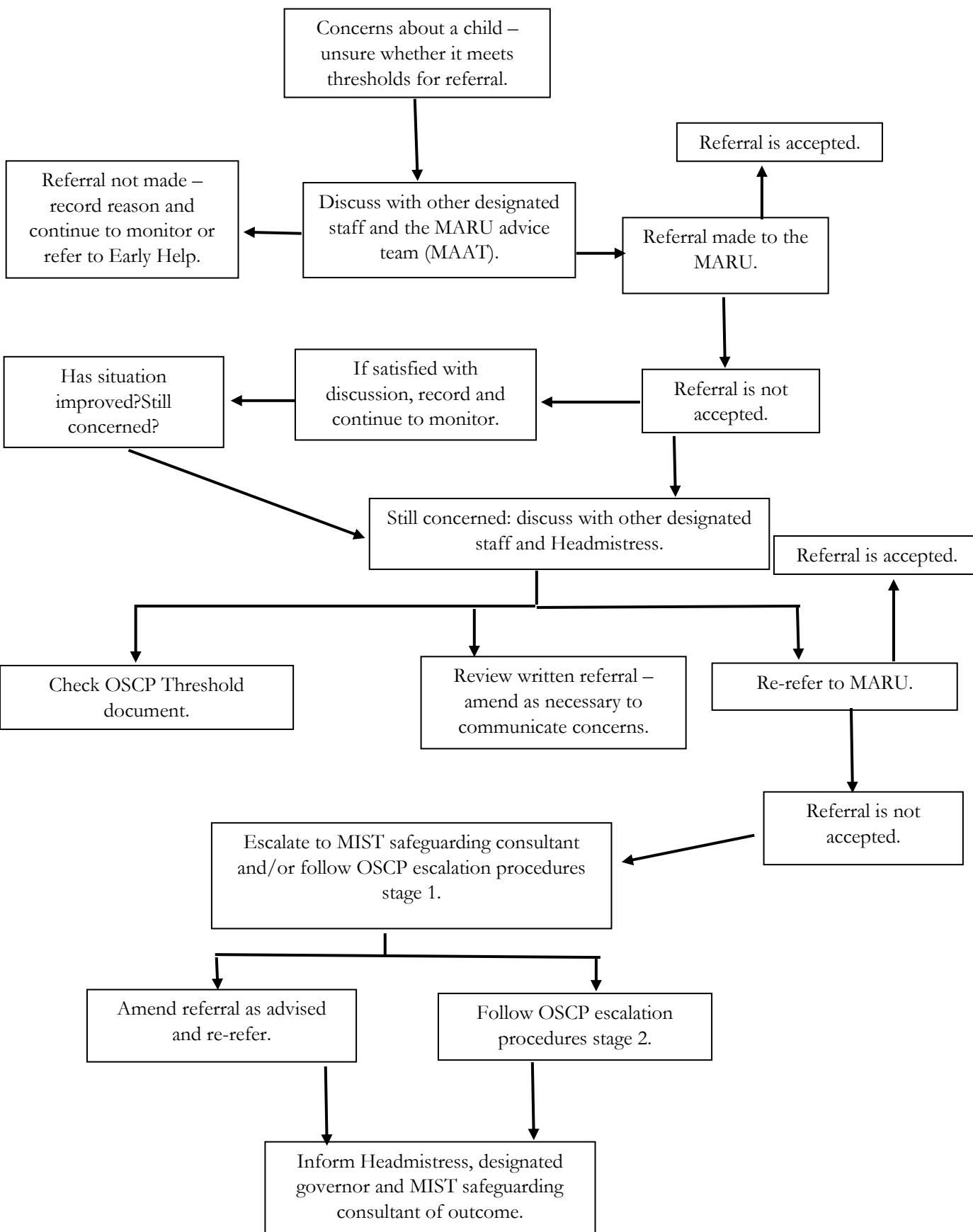
APPENDIX E: SCHOOL'S ESCALATION PROCEDURES (All staff)

These procedures should be read in conjunction with the OSCP Escalation Policy ([click here](#))



APPENDIX F: SCHOOL'S ESCALATION PROCEDURES (Designated staff)

These procedures should be read in conjunction with the OSCP Escalation Policy ([click here](#))



APPENDIX G: DEALING WITH A DISCLOSURE

DO

- Listen to the child / young person
- Take very seriously what they are trying to tell you, they are saying it for a reason
- Reassure them by saying they have done the right thing in talking about what has happened
- Try and remain calm, if they see you upset or angry then they might stop talking to you
- If they have not been clear about whom, what or where they are talking about it is OK to clarify what they have said, e.g. if the child says 'She did this to me', it is OK to ask 'Can you tell me her name?', 'What happened?'
- Liaise with your designated person immediately or alternatively contact the MARU directly (contact details on the front of this document)
- Record immediately after listening to the child/young person what both you and the child said verbatim. Where it took place, whether anyone else was present
- If the child has indicated they may be hurt, or you have noticed anything of concern, ensure this information is passed immediately to your designated person and together seek medical assistance / advice
- If possible the person to whom a disclosure has been made should be enabled to continue to support the child through the immediate process

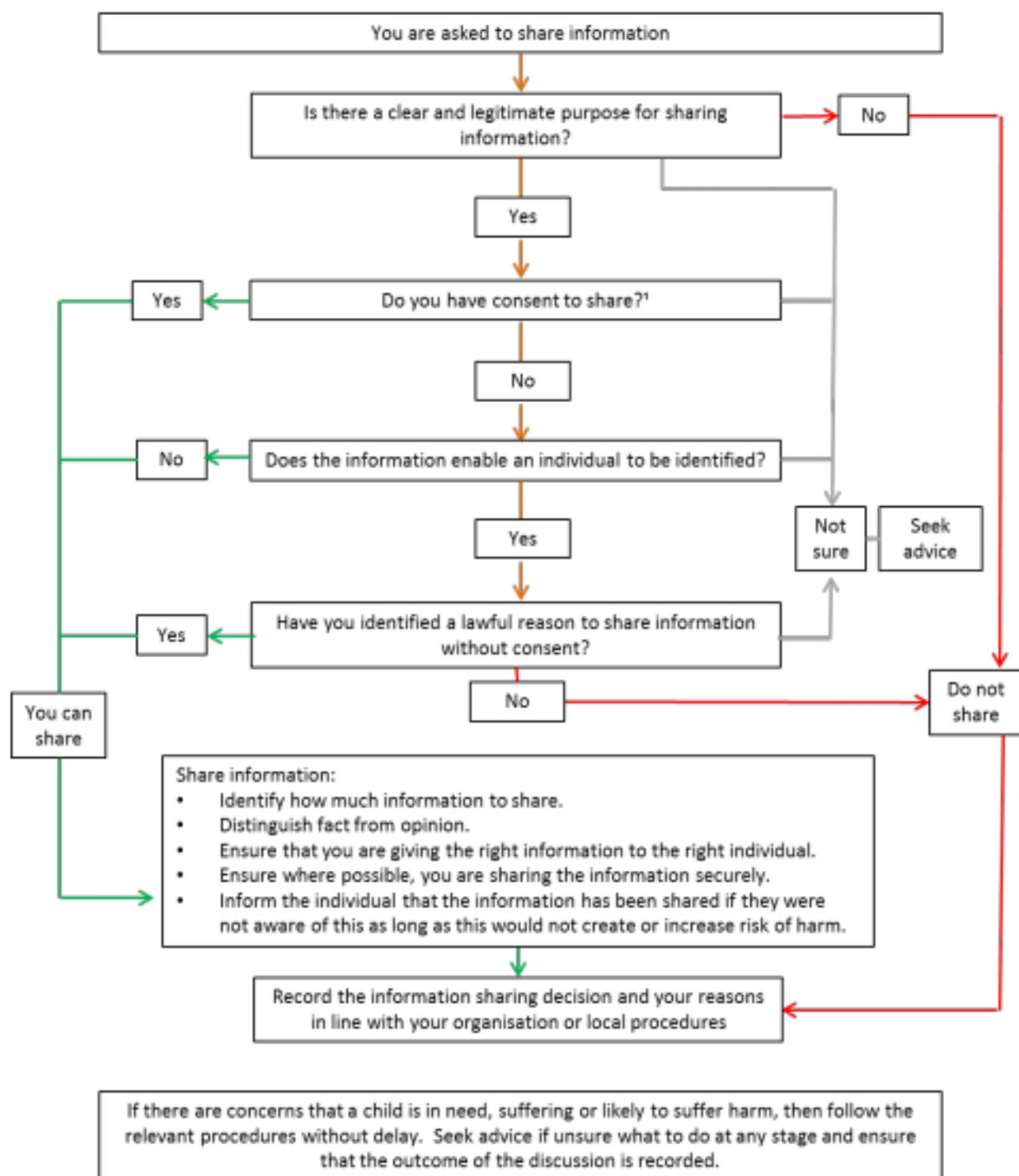
DON'T

- Make a judgement on your own that the child is not telling the truth
- Promise the child you can keep it a secret
- Interrupt a child. Let them freely recall all that they want to
- Ask any leading questions, e.g. Was it? Did they do?
- Never ask the 'why' question – use TED (Tell / Explain / Describe) instead
- Make assumptions that you know what the child is talking about OR that someone else already knows this information
- Promise a child that it will be 'OK' now. You don't know that
- Force a child to recall more than they want to
- Ask the child to repeat the disclosure to anyone else
- Ask a child to show you marks / injuries that will involve them removing their clothing
- Act alone
- Delay passing on information

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and upto-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

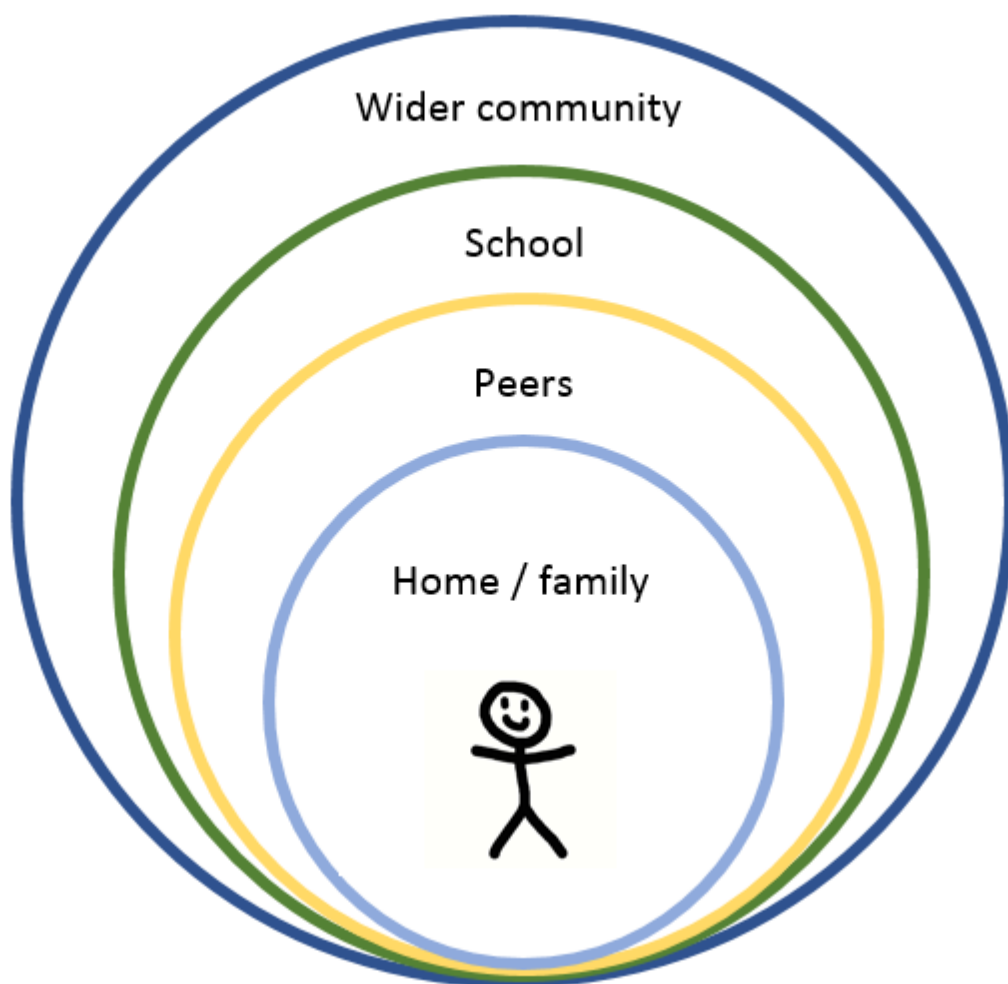
Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

APPENDIX I: EXTRA FAMILIAR HARMS DIAGRAM

The influences of each circle should be considered in relation to the physical and on-line environment of the child.



APPENDIX J: SAFEGUARDING RESPONSE TO CHILDREN MISSING IN EDUCATION

The statutory guidance Children Missing Education (September 2016) sets out the key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME).

- All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have;
- Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life;
- Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

The School should endeavour to deal with this problem in three ways:

- By preventing poor school attendance and truancy;
- By acting once absence has occurred to establish children's safety and try to get them back to school;
- By taking action to trace children whose whereabouts are not known.
- All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.

This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

All staff should be aware of our unauthorised absence and children missing from education procedures.

Risks:

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

- Possible reasons that should be considered include:
- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect.
- Children who remain disengaged from education are potentially exposed to higher degrees of risk.

- Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.
- When families move between local authority areas it can sometimes lead to a child becoming 'lost' in the system and consequently missing education.
- Children from Gypsy, Roma and Traveller (GRT) families can become disengaged from education, particularly during the secondary school phase.
- Families of members of the Armed Forces are likely to move frequently - both in the UK and overseas and often at short notice.
- Children who have offended or are at risk of doing so are also at risk of disengaging from education

Indicators

- If a member of staff becomes aware that a child may have run away or gone missing, you should alert the DSL and reception to try to establish with the parents/carers, what has happened.
- If this is not possible, or the child is missing, the DSL will get together with the class teacher, assess the child's vulnerability by making reasonable enquiries, and refer any concerns about the child to Children's Services (MARU).

The School:

- Records attendance at the start of the school day and during the afternoon at 1.40pm on the school's MIS PASS.
- Informs the LA if: - a pupil fails to attend regularly - a pupil is absent for 10 or more school days in a row. The school should tell the LA why the pupil is absent if it knows. record in the register whether absence is authorised or unauthorised
- Notifies the local authority within five days when a pupil's name is added to the admission register at a non-standard transition point providing the local authority with all the information held within the admission register about the pupil.
- Notifies the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register.
- Attendance is monitored on a daily basis by tutors and reception. If a pupil is absent and the school have not received notification of this, reception will phone home. If the receptionist cannot get hold of the parent/carer, they will inform the DSL or DDSL immediately or the Headmistress if the safeguarding team are unavailable. Reception emails the Deputy Head Pastoral and Head of Prep an absence report so that they can identify patterns.
- Tutors and class teachers should inform the Deputy Head Pastoral or Head of Prep if they have a concern about a pupil's absence.

Protection and Action to be Taken:

The Headmistress should inform CME officer and the child's social worker immediately a child subject to a Child Protection Plan is missing.

- In the following circumstances a referral to Children's Services and / or the police should always be made promptly:
- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of Section 47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

APPENDIX K: GLOSSARY OF ACRONYMS

<i>Acronym</i>	<i>Meaning</i>	<i>Link to a website, if relevant</i>
CAMHS	Child and Adolescent Mental Health Service	
CEOP	Child Exploitation and On-Line Protection Command	https://ceop.police.uk/safety-centre/
CIC	Children in Care	
CIOSSCP	Cornwall and Isles of Scilly Safeguarding Children Partnership	https://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/
CLA	Children Looked After	
CME	Children Missing from Education	
CSE	Child Sexual Exploitation	
DA	Domestic Abuse	
DSL	Designated Safeguarding Lead	
DDSL	Deputy Designated Safeguarding Lead	
EHH	Early Help Hub	https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/working-together-across-education-health-and-social-care/early-help-hub/
FGM	Female Genital Mutilation	
FII	Fabricated or Induced Illness	
HBA	Honour Based Abuse	
KCSiE	Keeping Children Safe in Education	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
LAC	Looked After Child	
LADO	Local Authority Designated Officer	https://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/
LSCB	Local Safeguarding Children's Board	Local Safeguarding Children Boards (LSCBs) were established by the Children Act 2004 which gives a statutory responsibility to each locality to have this mechanism in place. LSCBs will be replaced by Multi-agency Partnerships (MAPs) (also referred to in statutory guidance as 'the three partners') by 2019
MARU	Multi-Agency Referral Unit	https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/multi-agency-referral-unit-maru/
NFA	No Further Action	
PREVENT	Stage within the government's Counter terrorism strategy	http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/
SCR	Serious Case Review	A serious case review (SCR) takes place after a child dies or is seriously injured and abuse or neglect is thought to be involved. It looks at lessons than can help prevent similar incidents from happening in the future.
WTTSC or WT2018	Working Together to Safeguard Children	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2