



Tregolls School – An Academy

Keeping Children Safe in Education Child Protection and Safeguarding Policy

“Safeguarding is everyone’s responsibility”

Key Information

This policy was developed and adopted on: **September 2020 (Appendix added in April 2020 due to COVID19 remains relevant)**

The policy will be reviewed on: **September 2021**

The Designated Safeguarding Lead (DSL) is: **Clare Hutchison**

The Deputy Designated Safeguarding Leads (DDSL) is :**Jayne Taylor**

Other trained Safeguarding Officers are: Lara Jeffrie and Amy Gibson

The name of the Designated Teacher for Children in Care is: **Clare Hutchison**

The Single Point of Contact (SPOC) for the Prevent agenda is: **Amy Gibson**

The Child Sexual Exploitation Lead is: **Clare Hutchison**

Operation Encompass Key Adults are: **Lara Jeffries and Clare Hutchison**

The named Safeguarding Governor is: **Dawn Howarth**

The named Whistleblowing Governors is: **Judith Smitham**

This policy is based on the template sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016 (Revised September 2020). It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). **Revision date September 2021.**

PLEASE NOTE THIS POLICY SHOULD BE CONSIDERED AND ADAPTED ALONGSIDE ANY NATIONAL GUIDANCE IN RELATION TO COVID19.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

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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 2020. **This guidance must be adhered to in full by all schools and colleges.**

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

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, including temporary staff, volunteers, parents and carers through the schools website and a hard copy will be available in the Head Teacher's Office

1.2 Meeting your communication needs

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

1.3 Terminology

- **Child** includes everyone under the age of 18 years old
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.

- **Parent** – refers to birth parents and other adults in a parenting role, for example 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 a multi academy trust, academy, independent or maintained school
- **Safeguarding and promoting the welfare of children is defined in KCSIE 2020 as:** protecting children from maltreatment, preventing the impairment of children’s mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Children in Need** refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

1.4 Acronyms used in this policy:

DSL – Designated Safeguarding Lead

DDSL –Deputy Designated Safeguarding Lead

MARU –Multi Agency Referral Unit

CSE – Child Sexual Exploitation

CCE – Child Criminal Exploitation

FGM – Female Genital Mutilation

KCSIE – Keeping Children Safe in Education (Revised 2020)

SCP – Safeguarding Children’s Partnership

LADO – Local Authority Designated Officer

CIC – Children in Care

CiOS – Cornwall and Isles of Scilly

SEND – Special Educational Needs and Disability

MyC – My Concern, our online safeguarding system

1.5 Key Documents:

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

Keeping Children Safe in Education (Sept 2020), which is the statutory guidance for Schools and Colleges.

Working Together to Safeguard Children (2013) further revised July 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

This guidance applies in its entirety to all schools.

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

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

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

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on schools).

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

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016

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

Guidance for Safer Working Practice for those working with Children and Young People in Education settings 2015. (Revised May 2019 with addendum in light of Covid 19 April 2020)

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

Criminal Exploitation of children and vulnerable adults: county lines guidance Updated Feb 2020

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

Relationships, Education, Relationships and Sex Education and Health Education – statutory guidance from Sept 2020 (Due to Covid 19, given until April 2021 to implement.)

Ofsted Education Inspection Framework with specific reference to Inspecting Safeguarding in early years, education and skills settings. Updated Sept 2020

Cornwall and Isles of Scilly Multi Agency Safeguarding Children Partnership Guidance available via <http://ciossafeguarding.org.uk> 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's Partnership (OCSP) 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 OCSP.

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

Anti-bullying	Online safety	Health and Safety
Visitors	Intimate care	Behaviour Management
Confidentiality	Safer Recruitment	Whistleblowing
Radicalization	Equality and diversity	Physical Interventions
First Aid (including management of medical conditions)		

Peer on Peer Abuse (this could include child on child sexual violence and sexual harassment (Part 5 of KCSIE)

Attendance –including the expectation that carers provide at least 2 emergency contact numbers

Staff behaviour policy including (code of conduct including acceptable user policy and keeping yourself safe – 1 to 1 working)

School security to include Lockdown	Educational visits
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2: Our Principles:

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

- 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.
- We also recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Our school maintains 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 the DDSL's are.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.
- Supporting children and young people in accordance with his/her agreed child protection plan.
- We will follow the procedures set out by the OSCP and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- 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 20 (see training section).

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate.
- Keep online records, using 'My Concern' program, of all 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 Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by 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 violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation

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

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

Additional guidance can also be accessed by using the OSCP multi agency threshold document.

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for children and their families

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

Contact details:

- **Telephone:** 01872 322277
- **Email:** earlyhelphub@cornwall.gov.uk
- **Website:** www.cornwall.gov.uk/earlyhelphub

Please note that for any schools who have children who attend their school and do not live in Cornwall then they need to refer to the County that the child lives in. Contact details for other southwest local authorities are on the South West Child Protection Procedure 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' (2015).

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

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

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

4.5: Bullying

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

4.6 Child Mental Health

All staff should be aware that in some cases mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to diagnose a mental health problem. Staff, however, are well placed to notice any changes in a child's behaviour that may indicate they are developing or are experiencing a mental health problem.

Where children have experienced abuse or neglect or other traumatic adverse childhood experiences (ACE'S), this can have a lasting impact throughout their childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that they think may be a safeguarding concern they should talk to the DSL/DDSL immediately.

5: Reporting your concerns:

5.1: General Principles

If a Teaching Assistant, Support Staff or Volunteer has a concern about a child they should complete a Yellow report form and hand this immediately to their Class Teacher or member of SLT. The Class teacher or SLT member will then report the concern via MyC. A member of the Designated Safeguarding Team (DSL or DDSLs) will triage the concern and decide upon any action.

Teachers should report any concerns/disclosures directly via MyC in order for a member of the Safeguarding Team (DSL or DDSLs) to triage it.

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 via MyC. It may only be a small bit of information but it helps to form a bigger picture.

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, urgent 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 123116

If the concerns arise out of office hours contact 01208 251300

If they are unsure they can contact MARU for advice and guidance.

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

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 CIOs SCB website www.safechildren-cios.co.uk You must then send it in by secure email which is clearly highlighted on the referral form:

MARU Secure email: multiagencyreferralunit@cornwall.gcsx.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 disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

<http://www.safechildren-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf>

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.

6. Specific Safeguarding Issues:

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

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

Tregolls School – An Academy incorporate signs of abuse and specific safeguarding issues into briefings, staff meetings, staff induction training, and ongoing development training to all Staff and Governors.

Annex A of KCSIE (September 2018) provides more detail on the following:

6.1: Child Sexual Exploitation (CSE)

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

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

Potential indicators of CSE are contained within Appendix A.

6.2 Extremism/Radicalisation/PREVENT

Extremism:

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination: 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)

Tregolls School –An Academy will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization

(<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>)

The HT/Principal and Chair of Governors will:

Establish or use existing mechanisms for understanding the risk of extremism

Ensure staff understand the risk and build capabilities to deal with issues arising

Communicate the importance of the duty

Ensure **All** Staff and Governors implement the duty

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

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

Tregolls School –An Academy will respond to any concern about Extremism/Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will

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

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

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

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

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

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2018) Please refer to **Tregolls School –An Academy** e-safety/online safety policy.

All staff in the first instance should contact Amy Gibson, who is the SPOC (Single Point of Contact), 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

6.3 Female Genital Mutilation (FGM)

Tregolls School –An Academy 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.

6.4 Peer on Peer Abuse

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.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MARU.

Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- sexual assaults and harassment
- sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Please refer also to our **Peer on Peer Abuse, Anti Bullying, Equality and Diversity** and **E-safety** policies we have in school.

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

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

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

Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimise the disruption to their education.

Part 5 of Keeping Children Safe in Education (September 2018) clearly outlines the response that should be taken.

If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately. They should then liaise with MARU and follow guidance laid out in KCSIE (September 2018)

6.6 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Tregolls School –An Academy 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and being more prone to being isolated from their peers than other children; 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.

On occasions we may need to devise a policy /procedure that meets the individual needs of a child. In such a case, this would be written in conjunction with the parent(s) and staff working with the child. The child where they are of sufficient understanding would have the policy/procedure discussed with them. All staff need to be confident in its use

Should any concerns arise in relation to any child in relation to their safety and welfare **Tregolls School –An Academy** will follow the same procedures as outlined within this policy and liaise with the DSL initially.

6.7 Online safety

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

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

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

Tregolls School –An Academy takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to the school's safety/online policy and the acceptable user policy for staff.

6.7.1 Filtering

Tregolls School –An Academy is adhering to the guidance within the revised KCSIE (September 2018) Annex C and this is reflected within our e-safety policy.

6.8 Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered

by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However in up to 90% of incidents involving domestic abuse where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as 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.

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

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

6.9 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 sexual exploitation. 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.

6.9.1: EHE- Elective Home Education

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

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

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

6.9.2: Reduced Time Tables

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

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

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

<https://www.cornwall.gov.uk/media/22616684/reduced-timetables-guidance-v20.pdf>

6.10 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 2018)

A designated children in care lead has been appointed and in **Tregolls School –An Academy** this person is currently Mrs Sarah Scott

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 levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICISS). Designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders

The designated child in care lead must have appropriate training and the relevant qualifications and experience. The training for this role is provided by Cornwall Council. They must attend this training regardless of whether there are currently children within the school who are in care or previously looked after children.

All designated children in care staff should read the statutory guidance on 'Promoting the education of looked after children'.

The designated child in care lead will attend regular training/briefings provided by Cornwall Council regardless of whether there are currently children within the school who are in care.

6.11 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.

6.12 Forced Marriage

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

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

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

6.13 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

6.14 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).

6.15 Contextual Safeguarding

Safeguarding incidents can be associated with factors outside of school. All staff should be considering the context within which such incidents and or/behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

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

6.16 Child Criminal Exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns. It can affect any child under the age of 18 as well as vulnerable adults.

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

6.17 Special Circumstances:

6.17.1 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 which are in accordance with the guidance in KCSiE (September 2018).

6.17.2 Children staying with host families – now referred to as homestay (KCSiE September 2018)

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 2018) 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 and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

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

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

The school adhere 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.

From May 2017, we have used 'My Concern' safeguarding software to record all concerns including chronologies. All records prior to May 2017 are held on the school's tracking system and all written records are kept secure in a locked location.

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

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

9. Allegations against staff:

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

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 he says will be taken very seriously and everything possible done to help.

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

If the allegation concerns the head teacher then the CEO and Chair of the Trust in a MAT and the Chair of Governors in a maintained school must be informed.

In all situations regarding an allegation of abuse against a member of staff / volunteer / governor the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) 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:

- Consider 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

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

<https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc>

10. Whistleblowing:

Please adhere to the schools whistle blowing policy revised in September 2018.

Tregolls School – An Academy have appointed three individuals to act as a Whistleblowing Officers and the whistle bower is invited to decide which of these individuals would be the most appropriate person to deal with the matter:

Lara Jeffries, Headteacher

Judith Smitham, Chair of Governors,

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

NSPCC Whistleblowing helpline: 0800 028 0285

Further contact details are contained within the revised Whistle blowing policy (September 2017)

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

11.1 Designated Safeguarding Lead (DSL)

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. **Tregolls School –An Academy** follows the guidance in Annex B of KCSIE (revised September 2018) which outlines the key responsibilities of the DSL.

11.2 Deputy Designated Safeguarding Lead (DDSL)

As above we follow the guidance in Annex B of KCSIE (revised September 2018) 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 2018). In addition we have outlined these responsibilities in Appendix B.

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 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safe recruitment training through an accredited training programme

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Our school complies with the requirements of KCSIE, September 2018 - 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 discuss with the allocated social worker or the independent chair prior to the meeting.

14. Training:

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2018) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2018)

All staff members will receive appropriate safeguarding and child protection training / briefings which will be regularly updated.(minimum of yearly) In addition all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governors meetings. 'On the spot' scenarios are presented to members of staff randomly during the week.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, key designated staff, Staff Code of Conduct, Part 1 of KCSIE (September 2018) Key contacts, and What to do if a Child discloses Abuse.

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

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

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

Our Governing Body 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. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

The Headteacher is a trained Key Person for Operation Encompass.

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 new members of staff have a Safeguarding Induction with the DSL and receive a 'Safeguarding Pack' which includes all relevant documentation, policies, procedures and responsibilities.

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, images and mobile phones:

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

No member of staff or visitors are allowed to be in possession of a mobile phone in the school building. **All** phones must be handed in at the Office on entry.

17. Supporting Staff:

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

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

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

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

- **Their own GP.**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)**

The DSL and Safeguarding Governor will take responsibility for updating this policy and information all staff and the Governing Body of key changes.

Appendix A: Signs and Indicators of Abuse:

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

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

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

Physical Abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

- Running away from home.

Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. It is also impossible to recognize that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

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

The physical signs of neglect may include:

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

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

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

Emotional Abuse

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

Changes in behaviour which can indicate emotional abuse include:

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

Sexual Abuse

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

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

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

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

Child Sexual Exploitation (CSE)

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

However abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending
- Exclusion or unexplained absences from school
- Isolation from peers/social network
- Frequently in the company of older people – association with 'risky' adults
- Accepting lifts or being picked up in vehicles
- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor school attendance
- Secretive behaviour
- Self harm or significant changes in emotional well-being
- Concerning use of internet or other social media
- Returning home late
- Chronic tiredness
-

Female Genital Mutilation (FGM)

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

Indicators may include:

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

Appendix B: Dealing with a Disclosure of Abuse

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

If:

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

You **RECORD AND REPORT:**

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

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

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

Types of Questions you can ask:

- Tell me? (tell me what happened)
- Explain? (explain what you meant by)
- Where did this happen/where were you?
- When did this happen?

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/DDS
- Promise to keep it a secret

APPENDIX C: Procedures if an allegation is made against a school's staff member (including volunteers and governors).

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

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

If the allegation concerns the head teacher, then the Chair of Governors 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. Please follow the link to:

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

This should then be sent in via MARU

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

Appendix D : Key Roles and Responsibilities:

Designated Safeguarding Lead (DSL):

The school follows the guidance within Annex B: KCSIE which includes:

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

Deputy Designated Safeguarding Lead (DDSL):

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

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

Governing Body

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2016) this includes:

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

The number of DDSL's needs to be sufficient in number depending upon the size and demands of the school.

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

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

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

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

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

Appendix F: Amendments to the policy in line with government safeguarding guidance on March 27th, 2019 due to the Covid-19 pandemic and the resulting changes in schools.

The DfE helpline is available to answer questions relating to our school. It is open Monday to Friday from 8am to 6pm and weekends 10am to 4pm. Lara Jeffries (Headteacher) will be the main point of contact and only with instructions from her can other Senior Leaders make contact for consistency and communicating information. The Designated Safeguarding Lead will contact the Headteacher with any serious concerns and discussions would take place which may necessitate the use of this helpline.

Email: DfE.coronavirushelpline@education.gov.uk
Telephone: 0800 046 8687

Role of the Local Authority

The Local Authority are supported by the DfE to ensure services continue to support schools. The DSL and Headteacher will continue to use, and maintain links with, the services and advice lines that are available. They will maintain communication with the Social Care Team (through contact with social workers and the main office at Pydar House) and the Early Help Hub (service manager, Louise Hamilton and team lead, Jo Worley) to ensure that we maintain effective safeguarding processes throughout this challenging time.

'Together for Families' and other relevant bodies eg Safer Cornwall, are regularly advising on what help is available and this communication will be regularly read and shared as appropriate by the Headteacher and the DSL. Cornwall and the Isles of Scilly Safeguarding Partnership, the local authorities SEN Service, LADO and Social Care will ensure that updated advice regarding reporting mechanisms and referral thresholds will support our existing work with children with Education and Health care plans, Child Protection plans and Children in Need plans.

Keeping children safe in school

Tregolls School will maintain the fullest regard for this policy and ensure the safety of the children who remain in school. Whilst in school, keeping children safe physically, emotionally and online remains a priority. All staff remaining in school will be conversant with the safeguarding policy and will be led by a member of the Senior Leadership team who is Level 3 trained. They will continue to respond to any concerns they have immediately and using the same process set out in the policy. No unvetted person will enter the workforce and gain access to the children and no volunteers will be used in schools at this time. We are not currently seeking to recruit new staff to work in school in the next few months but if this is necessary, all inductions and safeguarding training will be provided as noted in the policy. Reminders and bitesize training will be provided by email instead of staff meetings.

Changes to the existing Child Protection Policy

Amendments to this policy due to COVID19 will not weaken our responses to safeguarding and this appendix reflects the changes that the Safeguarding Team will put into place.

1. Staff and volunteers know what they should do and that they should act immediately on any safeguarding concerns about a child. If a member of staff has a concern, the process is as follows:
 - Staff will make a referral via our online system, MyConcern, as soon as possible. A computer will be available in school for this purpose and the website can be accessed by staff using a home device. MyConcern is GDPR compliant and is accessed using a username and password.

- Staff without access to MyConcern will complete a yellow form and make contact with the duty Safeguarding Officer. Yellow forms can be found in the staff room on the safeguarding board. Our level 3 trained officers are the DSL, Clare Hutchison and DDSLs Jayne Taylor, Lara Jeffries and Amy Gibson. When school is open, one of the team will always be on site.
 - Staff are aware of their duty to respond to concerns about the safety of **any** child in and out of school. If outside school hours, DSL Clare Hutchison can be contacted for advice but will always recommend that staff speak to the MARU to relay their concerns first-hand. School welcome concerns expressed by parents and members of the wider community and would advise them in a similar way. Concerns should be recorded on MyConcern or on a yellow form by the person expressing the concern.
 - Concerns about other members of staff should be directed to the Headteacher or if the concern is regarding the Headteacher to the Chair of Governors. Staff can contact the Headteacher using her email address or mobile phone number. The Chair of Governors can be contacted by email in order to organise a telephone conversation. The LADO will be contacted for advice or to make a referral.
2. A plan produced on the 23rd March, 2020 will ensure that the DSL and the DDSLs are aware of their roles and responsibilities during this time. This plan ensures that school will remain committed to working with and supporting children's social workers, school nurses, family support and SCIP workers. This list of professionals would include the local authority virtual school head (VSH) if any LAC or PLAC enrol in school.

The plan names children and groups them according to vulnerabilities and existing support. Contact and action recorded using MyConcern. See below:

Group		Planned communication
1.	Children with CP plans, ChiN plans and EHC plans	Weekly phone calls. Use of email, text, messaging via Class Dojo in addition to above. Communication with social workers and health professionals as necessary.
2.	Children accessing EHH and family workers, higher need SEN school support	Initial phone call followed by support in the most appropriate way as discussed with parent. Parents can choose to continue to use phone calls, email or the Class Dojo to access support. Safeguarding team will work with the Family Support Workers to ensure that there is support but not overload.
3.	Children in other vulnerable groups eg parental mental health, history of DV/ substance misuse/foodbank/financial issues, difficult older siblings, FSM, some on SEN support/on alert, previous/recent social care involvement,	As above. This group are generally the harder to reach group and approaches should be tailored to each family. Contact when parents are picking up free school meals/vouchers needs to be specific and effective. Ask questions about children, their activities and listen carefully responses.

3. All reports of peer on peer abuse will be managed in line with the guidance outlines in KCSiE 2019. We will support victims in the most appropriate way whilst adhering to social distancing guidelines.

Children attending school would be supported in the usual way but if they are not in school, advice would be sought and referrals made to professionals working in the EHH, MARU and the police as necessary following discussions between DSL and the Headteacher.

4. School will do as much communication as possible remotely during this difficult time. For lots of parents, school is a place where they also have a trusted adult, someone who knows their history and a member of staff who can sign post them to people or places that can help them. This will be done via posters in the local shop and posts on Facebook where possible. An email address, specifically for parents to contact school called 'parents@' is used as an alternative way to communicate with the Pastoral and Safeguarding Team. Each child was given a wallet size flyer with the Childline/NSPCC telephone number before school closed. Appropriate and specific signposts relating to issues like domestic abuse can be shared using Facebook. Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff are aware that situations within some families that had calmed may flare up in these stressful times and support will be provided using the existing expertise within school or though previously accessed outside agencies.

Online safety away from school

Regular reminders to parents and children regarding online safety will be communicated via Class Dojo and Facebook. Children will be reminded that there are very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school, children should be signposted to age appropriate practical support from the likes of 'Childline', 'UK Safer Internet Centre' and 'CEOP'.

Although teachers will have no face-to-face contact with some of their children for a significant period, they should remain vigilant, continuing to look out for signs that a child is at risk. Staff and children should be reminded that the 'Acceptable Use Policy' still applies. The policy will be reissued to teachers responsible for setting remote learning and specific guidance relating to this will also be given eg use of social media including managing communication between children and staff, use of websites and their content and use of the learning platform chosen, in this case, Class Dojo. All teachers will be consistent when planning activities and will be aware of the negative mental impact that home learning can have on a family and setting appropriate expectations of pupils' work with this in mind.

The additions to the policy will be communicated to all staff via email and added to the information on the website.