



# Keeping Children Safe in Education Child Protection and Safeguarding

Adopted by (body): CELT Trustees  
Review date: July 2025

PROTECTION PARTNERSHIP  
 ACCOUNTABILITY  
 CARE SAFEGUARDING EMPOWER  
 STRENGTHEN IMPROVE  
 ENABLE EVERYONE VULNERABLE  
 RESPONSIBILITY

- Collaborate** Ability to work effectively as a team
- Empower** Ability to take initiative and problem solve in order to improve performance
- Lead** To lead by example and achieve shared goals
- Transformation** Ability to recognise a need for change and adapt accordingly



## CELT Vision

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**Our vision is for our trust to be a learning organisation in the truest sense.**

At the heart of our vision for education is a self-improving school-led system which has the best evidence-led practice and in which every child fulfils their potential. This is a learning community in which:

- Our leaders are driven by moral purpose. They are outwards focused and not afraid to take risks to achieve system transformation. The focus of policy is on continually improving the quality of teaching.
- Our teachers strive to be outstanding. They work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience in order to deepen pupil learning.
- The individual talents and strengths of our pupils are recognised and nurtured. A passion and curiosity for learning is sustained in every child from the moment they join us. A CELT pupil leaves our family of academies with a purpose, and the confidence to fulfil that purpose.
- Our parents are engaged in our learning community and actively work in partnership with us to raise the level of attainment and aspiration of every child.

## CELT Mission

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**“Learning together to help every child achieve more.”**

We believe there is no limit to what every child can achieve, and that every child deserves the chance to fulfil their potential.

As a learning community we are on an ambitious journey. We want to deliver a model for education in the 21st century which instils curiosity and a love for learning in every child so that they develop into young adults who contribute to humanity, follow their passions, and think for themselves.

By learning and improving together – as part of a global learning community – we create much richer and more sustainable opportunities for rigorous transformation than can be provided by any one of our academies alone.

**COLLABORATE  
EMPOWER  
LEAD  
TRANSFORM**

Should you require further information, please contact  
The Governance Officer.

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# Contents

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Safeguarding Statement 2024/25	4
Key Personnel	4
Our Principles	5
Terminology and Key Documents	7
Early Help	9
Child Abuse	11
Specific Safeguarding Issues	14
Recognising and responding to abuse, neglect and exploitation	25
Confidentiality and Information Sharing	33
Working together with families and agencies	34
Police and Criminal Evidence Act (1984)	35
Information for all staff, should police arrive on site	36
Allegations against staff	36
Whistleblowing	37
Key Safeguarding Roles and Responsibilities	37
Safer Recruitment	45
Training	46
Teaching our pupils about safeguarding	47
Extended school and off-site arrangements	48
Photography and images	48
Site Security	48
Hiring or renting premises	49
Statutory Requirements	49
Appendix A: Signs and Indicators of Abuse, Neglect and Exploitation	52
Appendix B: Managing a Disclosure of Abuse	57
History of changes	58

# Safeguarding Statement 2024/25

## “It could happen here”

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure at CELT. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

### Key Personnel

Designated Safeguarding Lead (DSL) is: [Kym O'Mara](#)

Contact details: [komara@bodmin.celtrust.org](mailto:komara@bodmin.celtrust.org)

Deputy DSL(s) is/are: [Sue Gilbert, Jane Hurley, Karen Dickens, Gary Oak, Jac McGlynn](#)

Designated Teacher for children in care and previously in care: [Emma Bray](#)

The Safeguarding Governor is: [Claire Ridehalgh](#)

The Headteacher is: [Claire White](#)

The Chair of the LGB/RIG is: [Sarah Karkeek](#)

Single Point of contact for PREVENT: [Kym O'Mara](#)

Contact details: [komara@bodmin.celtrust.org](mailto:komara@bodmin.celtrust.org)

Trust Designated Safeguarding Lead (DSL) is: Amy Daniels

Contact details: [adaniels@celtrust.org](mailto:adaniels@celtrust.org)

The Safeguarding Trustee is: John Simeons

Multi Agency Referral Unit (MARU): **0300 1231 116**

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

1. Child Protection and Safeguarding
2. Supporting Children and School with Medical needs/ Managing Medicines
3. Mental Health and Wellbeing
4. Online Safety
5. Child on Child Abuse including Anti-Bullying
6. Attendance
7. Code of Conduct
8. Whistleblowing

# 1

## Our Principles

Safeguarding is our number one priority; the golden thread that runs through Cornwall Education Learning Trust (CELT). Safeguarding is everyone's responsibility and it is the duty of CELT to safeguard and promote the welfare of children. 'Children' includes everyone under the age of 18. This is our core safeguarding principle.

In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity, sexual identity or social status. All of our children have equal rights to support and protection in all of our school activities.

One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and governors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

We will seek to:

- view all aspects of school such as behaviour and attendance through a safeguarding lens
- ensure that all children feel listened to and valued; the welfare of the child is paramount
- create a safe and welcoming environment where children can develop their skills and confidence; they cannot learn effectively unless they do so
- 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
- be 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
- Exercising professional curiosity and knowing signs and indicators
- recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face
- understand that children and young people who are LGBTQ+ or those who are perceived to be can be at greater risk both online and offline
- carefully recruit and select all employees, contractors and volunteers
- respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse

- work with partner agencies and share information about concerns with agencies who need to know, and involving parents and children appropriately
- ensure all staff, Trustees and Governors maintain an attitude of 'it could happen here' at all times
- Have a strong safeguarding culture to ensure that we treat all pupils/ students with respect and involve them in decisions that affect them
- encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately

#### 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 at CELT
- keeping child protection issues at the forefront of our work and knowing who in the school the DSL, DDSL and Safeguarding Team are
- ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them
- identifying safeguarding and child protection concerns often begin with recognising changes in pupils' attendance and/or behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse
- 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 2024 (see training section)
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate
- keep written records of concerns about "vulnerable" children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Neglect, Child Sexual Exploitation (CSE), Radicalisation, Children Missing Education, Female Genital Mutilation (FGM), online use or other such issues and that such records are securely placed
- follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files
- risk-assess any off-site activity, led by us, the school

# 2

## Terminology and Key Documents

### Terminology

- **Child/ren** includes everyone under the age of 18 years old.
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example stepparents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Body** – refers to all forms of governance within a multi academy trust, academy, independent or maintained school.

### Safeguarding and promoting the welfare of children is defined in KCSIE 2024 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- Taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm. (Section 47)
- **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. (Section 17)

### Acronyms used in this policy

DSL – Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

MARU – Multi Agency Referral Unit

CSE – Child Sexual Exploitation

CCE - Child Criminal Exploitation

FGM – Female Genital Mutilation

KCSIE – Keeping Children Safe in Education (Revised 1st September 2024)

OSCP – Safeguarding Children Partnership

LADO – Local Authority Designated Officer

CIC – Children in Care

CiOS – Cornwall and Isles of Scilly

SEND – Special Educational Needs and Disability

### Key Documents

This is an overarching policy and should be read in conjunction with the following documents, this is not an exhaustive list:

- o Keeping Children Safe in Education (2024)
- o Working Together to Safeguarding Children (2023)
- o Inspecting safeguarding in maintained schools and academies
- o Inspecting safeguarding in safeguarding in early years, education and skills settings
- o What to do if you're worried a child is being abused (2015)
- o Prevent Duty guidance: Guidance for specified authorities in England and Wales (2023)
- o The Teacher Standards 2012
- o The Safeguarding Vulnerable Groups Act 2006
- o The Education (Independent School Standards) Regulations 2014
- o The Children Act 1989 and 2004
- o The Education Act 2002
- o The Domestic Abuse Act 2021
- o PACE Code C 2019

Cornwall and Isles of Scilly Multi Agency Safeguarding Children Partnership Guidance which includes links to relevant policies and procedures as well as training and useful links for children, parents/carers and professionals.

Furthermore, we will follow the procedures set out by:

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

In accordance with the above procedures, each school within Cornwall Education Learning Trust (CELT) carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to OSCP.

This policy should also be read in conjunction with the safeguarding suite of policies and :

- Behaviour management
- Health and Safety
- Intimate Care
- Safer Recruitment
- Bereavement
- Fire and Lockdown/Critical Incident
- Managing Allegations against Staff including low level concerns
- Designated Teacher



# 3

## Early Help

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. All staff should be prepared to identify children who may benefit from early help. (KCSIE 23)

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 who: (WTSC 23)

- 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 bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse
- is showing early signs of abuse and/or neglect
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol themselves
- is suffering from mental ill health
- has returned home to their family from care
- is a privately fostered child
- has a parent or carer in custody
- is missing education, or persistently absent from school, or not in receipt of full-time education
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- has experienced multiple suspensions, and is at risk of being permanently excluded

These children are therefore more vulnerable; each School identifies 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.

# 3

It is important that we work in conjunction with our parents and carers. They will be aware of a referral being made to early help and that they give their consent.

We will support other agencies and professionals if an early help assessment is considered appropriate and may act as the lead professional in certain circumstances. Additional guidance can also be accessed by using the OSCP multi-agency threshold document.

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

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 72 hrs.

**Early Help Contact details:**

**Telephone: 01872 322277**

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

**[www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)**

For any children who attend school and do not live in Cornwall then we will refer to the County that the child lives in. Contact details for other southwest local authorities are on the South West Child Protection Procedures website.

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

# 4

## Child Abuse

There are four main types of child abuse as defined in Working Together to Safeguard Children (2018). Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A. All staff will be aware of the indicators of abuse, neglect and exploitation.

### 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

## 4.4 Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

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

## 4.5 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation (KCSIE 24)

### 4.5.1 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 in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017).

CSE can occur over time but could also be a one-off occurrence and may happen without the child's immediate knowledge; e.g. through others sharing images or videos of them on social media. CSE can affect any child who was coerced into engaging in sexual activities including 16/17 year olds who can consent to sex. Some children may not realise that they are being exploited and may believe they are in a genuine romantic relationship.

# 4

All suspected or actual cases of CSE are a safeguarding concern in which our safeguarding 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 within the school. Potential indicators of CSE are contained within Appendix A.

## **4.5.2 Child Criminal Exploitation (CCE)**

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

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

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

# 5

## Specific Safeguarding Issues

There are specific issues that have become critical issues in safeguarding our pupils/ students. At CELT we ensure ALL our staff and governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching the wide range of safeguarding issues Areas of concern for pupils/students at CELT are detailed below, however full details are available in Annex B of KCSIE 24.

Where staff have a concern about a child’s welfare they raise concerns using the protocols outlined in section 6.

### 5.1 Contextual Safeguarding

This policy sets out the Trust principles and approaches to safeguarding and child protection. In addition to this, schools within CELT recognise that their locality and the communities’ served can provide specific and localised safeguarding issues, each schools policy will identify their community’s context. In each of our schools we ask, ‘what are we protecting our children from’ and consult with the Local Authority, staff and pupils/students for their views. This means that in our school all staff will be made aware of specific issues relating to locality that could impact the safety of children at the school and within the community.

Always have a discussion with your DSL/DDSL if you have concerns or if you have been told information that concerns you about a family. It is important to verify as much as possible the accuracy of the information but this should not get in the way of you having a discussion with your DSL.

#### Our local contextual information

Three main issues identified in our locality are:	Our additional actions or strategies in place to mitigate the threat to our children are:
Vulnerable families; low income/ no income, shift work, poor mental health, ability access to services	Pastoral Team support for families Pupil Premium Champions Community relationships Police educational network
Domestic Violence	Pastoral Team support for families 1:1 Intervention
Substance misuse; drug & alcohol	Pastoral Team support for families 1:1 Intervention

## 5.2 Children who may be particularly vulnerable

Some children are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils/students receive equal protection, we give special consideration to children who:

- live transient lifestyles or live away from home or in temporary accommodation
- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality
- are vulnerable to being bullied, or engaging in bullying
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- live in chaotic or unsupportive home situations
- are affected by parental substance abuse, domestic violence or parental mental health needs
- do not have English as a first language
- experience or have experienced bereavement or mental health difficulties
- are in care or privately fostered or have returned home to their family from care
- have experienced multiple suspensions and are at risk of, or have been permanently excluded

### 5.2.1 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

### **5.2.2 Children who are lesbian, gay, bisexual, or gender questioning (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them. The 2024 Cass review of gender identity services for children and young people identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health, psychosocial needs and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents/carers are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, we will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools will refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

### **5.3 Domestic Abuse**

Domestic abuse is an indicator of abuse and neglect and it can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. (Working Together December 2023.) Under the Domestic Abuse Act 2021 any child if they see or hear domestic abuse and are related to any adult involved should be considered a victim.



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 long term damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

### **Operation Encompass**

All CELT schools are 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. This enables us to support the child(ren), and where appropriate the family, within school. Parents/Carers 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 PPN's (Police Protection Notices) or ViSTs (Vulnerable incident Screening Tools). This information will also be passed to the school if the information is considered appropriate and proportionate. Staff in school will be informed on a 'need to know basis' by the DSL.

### **Operation Encompass Helpline**

The Operation Encompass Teachers Helpline, funded by Home Office and the Department for Education, is available Monday to Friday from 8am to 1pm throughout term-time.

The Helpline allows staff to speak in confidence with an educational psychologist about how best to support children experiencing domestic abuse. DSL's would be the most likely people to contact the helpline and should be consulted if a member of staff is contacting them.

#### 5.4 Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare. In most cases, staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. The DSL will be able to support pupils facing homelessness in supporting and signposting through appropriate agencies and support networks within the locality.

#### 5.5 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more areas within the UK, using dedicated mobile phone lines or other forms or 'deal line'. This activity can happen locally as well as cross the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into County Lines in a number of locations including schools and other education settings.

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

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

#### 5.6 Extremism/Radicalisation/PREVENT

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: 1. negate or destroy the fundamental rights and freedoms of others; or 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or 3. intentionally create a permissive environment for others to achieve the results in (1) or (2). Radicalisation refers to the process of a person legitimising support for, or use of terrorist violence.

Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy.

# 5

Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

CELT will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2023 to prevent radicalisation

The Headteacher 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).

Each school will respond to any concern about Extremism/Radicalisation/Prevent as a safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

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

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

- Help pupils build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give pupils confidence to explore different perspectives, question, and challenge.

All staff in the first instance should contact the Designated Safeguarding Lead (DSL) with any concerns.

**Additional contact details:**

- Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell email: [prevent@cornwall.gov.uk](mailto:prevent@cornwall.gov.uk)
- MARU can also be contacted for advice: 0300 1231 116
- Emergency Out of Hours: Tel No: 01208 251300
- If immediate and serious concerns call the police on 999

**5.7 Honour-Based Abuse**

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

**5.8 Female Genital Mutilation (FGM)**

CELT 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/student, they will refer to the 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.

**5.9 Forced Marriage**

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

**ALL** Staff should be particularly alert to suspicions or concerns raised by a pupil/student. If at any time the school had a concern, the safeguarding team will make immediate contact with MARU for guidance and advice.

**5.10 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).

### 5.11 Serious Violence

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

### 5.12 Children who are absent from education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Absence can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils/students are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents/carers should remember to update the school as soon as possible if the numbers or circumstances change.

Further guidance available DFE working to improve school attendance and our attendance policy.

### 5.13 EHE- Elective Home Education

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

KCSIE 2024 recommends wherever possible that a multi-agency meeting is convened with the parents/carers to ensure the best interests of the child are being met. Each school DSL/DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question and/or there is an allocated social worker. Where a child has an Education, Health and Care plan local authorities will review the plan, working closely with parents and carers. Further details are in CELT Attendance policy.

#### **5.14 Suspension and Permanent Exclusion**

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

If any child at risk of suspension or permanent exclusion has an allocated social worker or a child in care they must be consulted ahead of any decision to exclude.

Further details will be found in the Suspension and Exclusion Policy.

#### **5.15 Temporary Part Time Timetables**

Should a temporary part 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 pupil/student has their full entitlement. Guidance is available at

[www.cornwall.gov.uk/schools-and-education/schools-and-colleges/reduced-timetables-part-time-attendance/](http://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/reduced-timetables-part-time-attendance/)

The use of a temporary part time timetable should be an exceptional measure in this school. Please see CELT's Attendance Policy for further information.

#### **5.16 Online learning**

When live streaming for lessons is being used as part of a learning offer, this decision must be suitably risk assessed. The protocols outlined in the Online Safety Policy will be followed.

#### **5.17 Alternative provision**

Where a pupil/student is placed with an alternative provision provider, the school continue to be responsible for the safeguarding of that pupil/student and will ensure we are satisfied that the placement meets the pupil's/student's needs.

CELT have a robust commissioning and evaluation process to ensure the effectiveness of alternative provision for our pupils. Stage 1: Checklist when commissioning a place. Stage 2: Initial planning meeting, Stage 3: Alternative provision audit. Stage 4: Alternative Provision agreement and Stage 5: Three weekly review meetings. These processes are completed by the school and have sign off from the Trust Safeguarding Lead.

### **5.18 Child on Child Abuse**

Children can abuse other children. All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. The reasons for this are complex and are often multi-faceted. Similarly, we take bullying incidents very seriously. Children should be helped to understand what constitutes bullying and understand what actions will be taken if such incidents were to occur. All forms of bullying are emotionally harmful to children. As a trust we have a zero tolerance to bullying.

Our schools child-on-child abuse including anti-bullying policy outlines the differing aspects of bullying and the school's response to this. All incidents of child-on-child include bullying must be reported and clearly recorded. We 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.

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

CELT has a zero-tolerance approach to sexual harassment and sexual violence. It is never acceptable and will never be tolerated. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. All victims must be taken seriously, supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting the abuse. At CELT we recognise that not all victims perceive themselves as victims and we will adapt our language when supporting pupils/students accordingly.

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. Please refer to our child on child policy. If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately. They should then liaise with MARU and follow guidance laid out in part 5 of KCSIE (September 2024)

### **5.21 Online safety (including cyber crime)**

CELT takes online safety and cyber crime very seriously both in terms of our pupils/students and staff. Please refer to CELT online safety policy and the acceptable user policy.

### **5.22 Filtering and monitoring**

CELT is adhering to the guidance within the revised KCSIE (September 2024) Paragraph 141- 143 and the Department for Education filtering and monitoring standards this is reflected within our online safety policy.

### **5.23 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.

Given the level of concern currently relating to children's mental health, CELT have a mental health and well-being policy outlining how to identify and support children who may be at risk or self-harming. Please see our mental health policy for further details.

### **5.24 Young Carers**

At CELT 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. Please see our Young Carers statement for further details.



# 6

## Recognising and responding to abuse, neglect and exploitation

Abuse of children who attend our settings are likely to be noticed by the staff. It is essential, therefore that all those whose work bring them into contact with children and their families are trained to recognise and respond to potential indicators of abuse, neglect and exploitation from within families or extra-familial risk. Examples are included in Appendix A. Early contact and close liaison with such agencies are therefore regarded as essential by CELT.

### 6.1 General Principles

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL. If staff have a concern about a child, have observed an incident or have noticed changes in behaviours the staff member must report this via CPOMS alerting the safeguarding team. The DSL and safeguarding team 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 8).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small piece of information but it helps to form a bigger picture. If the DSL is not available then speak to the DDSL or a member of the safeguarding team. Early information sharing is vital for effective identification, assessment and support.

It is important that if staff overhear children discussing 'abuse', 'neglect' or 'exploitation' that this information is relayed for investigation and not ignored.

### 5.2 Managing 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.

Staff must remember, if a pupil/student chose to confide in them, it means they trust you and want you to help them. Dealing with a disclosure may be frightening, but you should also feel privileged that the child has chosen you to talk to.

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

# 6

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should understand that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

All staff should know who the DSL is and who to approach if the DSL is unavailable. All staff have the right to make a referral to the MARU or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

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.

## 6.2.1 Types of Questions you can ask: TED

Can you **tell me**?

Can you **explain**?

Can you **describe**?

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

Reassure the pupil/young person, but only so far as is honest and reliable for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Then report to your DSL or DDSL immediately.

### 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

# 6

- Ask the child to repeat the information to anyone including the DSL/DDSL
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'Everything will be alright now' or 'I'll keep this a secret'

## **Remember**

- Support the child: listen, reassure and be available.
- remain calm and reassuring – do not dismiss the disclosure- do not show distress or concern
- always listen carefully and quietly – do not press for any evidence at all
- do not refute or try to belittle the allegation
- enquire casually about how an injury was sustained or why a child appears upset
- confidentiality must never be promised to children, young people, or adults in this situation
- observe carefully the demeanor or behaviour of the child
- do not be afraid of silences. Give reassuring nods or words of comfort
- 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
- tell the pupil/student what will happen next and give them an opportunity to ask questions about what will happen next
- let the pupil/student know when they can expect to be updated or receive more information, emphasising that the pupil/student can talk to them or the DSL at any time
- ensure you take a written verbatim account of the child's disclosure through CPOMS and speak to a member of the safeguarding team, under no circumstances, discuss the matter with any other person
- get some support for yourself if you need it – see the supporting our staff section

### 6.3 Recording and Reporting:

CPOMS (Child Protection Online Management Software) is CELT's safeguarding and child protection recording software. Effective records can help identify patterns and concerns which might be missed if we didn't have systems in place. The concerns raised create the child's chronology that provide a clear account of all significant events in a child's life to date and the actions taken. The account of events helps DSLs manage risk and understand when a multi-agency response might be necessary.

#### 6.3.1 Why is this important?

- Children have the right to receive the right help at the right time to address safeguarding risks, prevent issues escalating, and to promote children's welfare.
- Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.
- Poor practice include failing to act on and refer the early signs of abuse

The records we keep may be shared outside of our setting. Normally, this decision will be made by a DSL in terms of who needs to have this information and for what reasons. All staff should be aware of the need for confidentiality, but also reminded that fears of sharing information should not stand in the way of safeguarding children. We also need to remember that sometimes we will be asked about why we acted the way that we did – this may be months or years later and therefore your recording is important as the source of information.

When logging a concern, it is the role of the person recording to effectively convey the nature of the concerns to the safeguarding team. Records are vulnerable to misinterpretation and decisions may be made by DSLs and Deputy DSLs based on the information provided to them. Staff should take time to ensure that concerns provide an accurate representation of the situation, and convey the child or young person's perspectives, wishes and feelings. The information recorded is likely to have a direct influence on the support put in place for a child and their family.

When recording incidents or actions on CPOMS, staff should ensure that records are:

- Professional (consider spelling and grammar, avoiding jargon, initials and abbreviations)
- Objective (be descriptive, use body maps and avoid subjective words (e.g., "inappropriate"))
- Accurate (avoid vague or ambiguous statements, distinguish between fact and opinion and use the child's own words)
- Child Centred (capture the perspectives, wishes and feelings of the child, wherever possible)
- Timely (concerns should be logged at the earliest opportunity and within 24 hours)

# 6

- Succinct (details should be comprehensive, but concise)
- Evidenced (upload relevant evidence to the incident, such as statements, if applicable)
- Evidence of indecent images or videos of children MUST NOT be uploaded to CPOMS.
- Action focussed (include any action already taken)

## 6.3.2 Your entries must:

- Include your name and job role e.g. D Reed (Learning Support Assistant)
- Be factual
- Capture the child's voice (where appropriate)
- The same day the observation or disclosure
- Include a body map if appropriate
- Include the actions that you have taken so far

## 6.3.3 What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the Headteacher or Trust Safeguarding Lead.

Upon receipt of a Safeguarding Concern, the safeguarding team will formally triage the concern by logging an action under the incident and following the Four A process:

- Acknowledge receipt of the incident (mark as read)
- Assess the information (including prior history)
- Action/s proposed (including rationale)
- Assign a case owner and relevant categories

The safeguarding team will then take the appropriate action to support the child and family, this could include but not limited to;

- Having a conversation with the pupil/student
- Having a conversation with the family
- Putting pastoral support in place
- Making an early help referral
- Seeking advice and guidance from MARU
- Putting a written referral in to MARU

See Appendix B for a flow chart that summarises what to do when a pupil/student makes a disclosure or you have a safeguarding concern and contact details.

**6.3.3.1 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.

**6.3.4 If the DSL/DDSL are not available and there is an immediate concern.**

If there is an immediate concern about a child or their family and you can not contact a member of the safeguarding team, any member of staff can phone the MARU for advice and guidance.

**Contact details: MARU 0300 1231 116**

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

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

**When doing so**, 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

Details of MARU are available on our website to anyone in the school community if they need to report concerns out of school time, i.e. weekend or holidays.

**6.4 Informing Parents**

We will ensure we have spoken to the family about the 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.

To do this our school will:

- Aim to help parents understand that the academy has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the best interests of the student.
- Consider the safety of the student and, should a concern arise the DSL has the responsibility to seek advice prior to contacting parents.
- Make all our policies available on the website and on request.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers
- Provide advice and signpost parents and carers to other services where pupils need extra support.

### **6.5 Resolution of Professional Differences**

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

### **6.6 Supporting Children**

We recognise that CELT schools culture may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm. CELT staff recognise that CELT schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. In order to support all children our staff will:

- Promote a caring, safe and positive environment within CELT schools.
- Encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within the school community.
- Ensure children are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- Provide preventative education by creating a culture of zero tolerance for racism, sexism, misogyny/ misandry, homophobia, biphobia and sexual violence and sexual harassment.
- Maintain a “zero-tolerance” approach to sexual violence and sexual harassment.

- Respond sympathetically to any requests for time out to deal with distress and anxiety.
- Offer details of helplines or other avenues of external support.
- Liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- Understand that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children
- Provide continuing support to a child about whom there have been concerns who leaves a CELT school by ensuring that information is shared under confidential cover to the child's new setting and ensure the school records are forwarded as a matter of priority and within statutory timescales.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying activities, asking children to report how their lunchtimes/playtimes have been.
- Ensure that all children know there is and can access an adult in the school whom they can approach if they are worried or in difficulty.

### 6.7 Supporting Our Staff

CELT recognises 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.

CELT 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:

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

For the safeguarding team regular supervision is offered. Additional support can be put in place if necessary.



# 7

## Confidentiality and Information Sharing

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding and child protection. No adult must ever guarantee confidentiality to any individual including parents, children, colleagues or other professionals. This includes having an 'off the record discussion'. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt. GDPR provides a number of bases for sharing personal information. It is not necessary to seek consent to share information for the purposes of safeguarding and promoting the welfare of a child provided that there is lawful basis to process any personal information required. (Working Together December 2023).

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately. They should then contact MARU. The school adheres to the revised Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

The DSL will ensure that all Child Protection records are kept separately from pupil/student records and stored securely. Information from these files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation. When a pupil/student transfers to another school child protection and safeguarding information will be shared with that school to ensure safe and consistent support for that child.

# 8

## Working together with families and agencies

A child-centred approach is fundamental to safeguarding and promoting the welfare of every child. All practitioners should follow the principles of the Children Acts 1989 and 2004. These Acts make clear that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

### **8.1 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.

# 9

## Police and Criminal Evidence Act (1984)

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point. The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns. A person whom there are grounds to suspect of an offence must be cautioned before being questioned about an offence, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence. The appropriate adult' means, in the case of a child:

- the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
- a social worker of a local authority
- failing these, some other responsible adult aged 18 or over who is not:
  - o a police officer
  - o employed by the police;
  - o under the direction or control of the chief officer of a police force; or
  - o a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019. <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019accessible>

# 10

## Information for all staff, should police arrive on site

### Information for all staff, should police arrive on site.

The Police may arrive at school for a variety of reasons. Sometimes, these are pre-arranged to meet with staff, or with a member of staff and a children/young person. Regardless of the reason it is important that the Safeguarding needs of the child are identified and met first before any criminal investigation.

If the Police arrive, please follow the below guidelines:

- The Police must sign in as a visitor, stating who they are intending to meet.
- If the Police ask to meet a pupil/student, please ask which member of staff they will also be meeting.
- The Police must not meet a pupil/student without another adult present.
- Please information from DSL/DDSL. If they are not available, please speak to another member of SLT.
- The Police may meet a pupil/student with a social worker, please make sure a member of the safeguarding team is alerted prior to this meeting taking place as they will confirm this can go ahead – do not assume.
- A pupil/student must not be left alone with the Police even for a short period of time unless, we have parental permission – in writing or a member of staff has spoken to the parent/carer or the child/young person and parent/carer do not want a member of staff present
- The police should not be allowed to search a pupil/student without their parent present

# 11

## Allegations against staff

Allegations against staff are covered in all training and induction training that takes place within CELT.

We follow the mandatory guidance in KCSIE 2024 Part Four which includes the management of 'Low Level Concerns'. Please refer to the CELT managing allegations against staff including Low Level Concerns policy for full details on how we respond to concerns raised.

# 12

## Whistleblowing

Please adhere to CELT's whistleblowing policy.

In the event that you do not feel able to follow CELT's whistleblowing policy including speaking to CELT central staff, Trustees and Members as outlined in the policy, and remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact: NSPCC Whistleblowing helpline: 0800 028 0285 is available as an alternative.

# 13

## Key Safeguarding Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

### 13.1 All Trust Staff

Have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which children can learn.
  - For schools with Early Years provision, this will take specific note of the expectations set out within the Statutory Framework for the Early Years Foundation Stage (section 3)
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to whilst understanding that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Safeguarding and Child Protection Policy and procedures.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding
- Know how to respond to a pupil who discloses harm or abuse following CELT protocols.

- Record concerns via CPOMS if worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Multi Agency Referral Unit (MARU), and the police if appropriate if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
  - This information will be documented confidentially on Staff Safe
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a Child Protection Plan or Child in Need Plan who has unexplained absence.
- Be vigilant about children’s mental health and understand the potential links to their safety and wellbeing
- Identify children who may benefit from Early Help, liaising with the DSL in the first instance. (Options may include managing support for the child internally via the school’s pastoral support process or an Early Help assessment). In some circumstances it may be appropriate for a member of school staff to act as the lead professional in Early Help cases.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the CELT safeguarding suite of policies and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Teacher Standards states that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Trustees, Governors, Headteachers and DSLs in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

### 13.2 Designated Safeguarding Lead (DSL)

In addition to the role and responsibilities of all Trust staff the DSL will:

- Work in partnership with the Trust Safeguarding Lead and CELT DSL network
- Hold the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) in the school; this responsibility is not able to be delegated and be explicit in the role holder’s job description
- Have an “it could happen here” approach to safeguarding.
- Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children
- 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
- Be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- Working with the Trust Safeguarding Lead, act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of procedures and understand the assessment process for providing Early Help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where Early Help intervention is appropriate.
- Understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with school staff (especially pastoral support, behaviour leads, school health colleagues and the SENDCO) on matters of safety and safeguarding and consult the Levels of Need document to inform decision making and liaison with relevant agencies.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school; in particular, understand the additional risks that children with SEND face online and the associated and appropriate support they require.

- Keep detailed, accurate records (using appropriate secure online software – CPOMS), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken, including where referrals were not made.
- “be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program etc.” (p176)
- Ensure that when a pupil/young person transfers school (including in-year), their Child Protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil/young person file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a pupil/young person transfers school (including in-year) and is on a Child Protection Plan or is a child looked after, their information is passed to the new school immediately and that the child’s social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going.
- If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting.
- Ensure that all staff sign to say they have read, understood and agree to work within CELT’s safeguarding suite of policies and Keeping Children Safe in Education (KCSIE 24) Part 1 and annex B and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety and understanding of the expectations in relation to filtering and monitoring systems and processes in place) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the school leadership, Trustees and Governors, the Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- Ensure that the Child Protection Policy is available publicly and that parents are aware of the role of the school in making referrals about suspected harm and abuse.
- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies, are clearly advertised, with a statement explaining the



school's role in referring and monitoring cases of suspected abuse.

- Meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2024.

### 13.3 Deputy Designated Safeguarding Lead (DDSL)

- Be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

### 13.4 The Headteacher

In addition to the roles and responsibilities of all staff the Headteacher will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2023 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- All staff are aware of the role of the Designated Safeguarding Lead (DSL), including the identity of the DSL and any deputies.
- Provide sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- That opportunities are provided for a co-ordinated offer of Early Help when additional needs of children are identified.
- Deputy DSLs are trained to the same standard as the DSL and they are clear about their role as set out in this policy and related national guidance. DSLs and Deputy DSLs will receive annual written confirmation of their appointment to/continuation of their role.
- Adequate and appropriate DSL cover arrangements are in place for any out-of-hours/out-of term activities.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and which services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that

such concerns are handled sensitively and in accordance with the whistleblowing procedures.

- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE).
- That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

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

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S157 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 termly 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 Leadership 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, Supply Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The governing body have appointed a whistleblowing governor.
- That all Staff, (including volunteers and frequent visitors) who will be working in the school are given a mandatory safeguarding induction including online safety including monitoring and filtering , 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 online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including RSE.
- We have in place an Online Safety Policy equipped to deal with a widening range of issues associated with technology.
- That as a Governing Body, we have an overview of children who are at risk of being excluded and EHE (no identifying details).
- That as a school we are making the link between mental health and safeguarding
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a child or young person may be privately Fostered.
- Making sure that the Safeguarding and child protection 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 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.
- Meet all other responsibilities as set out for Governors in Part 2 in Keeping Children Safe in Education 2024.

# 14

## Safer Recruitment

CELT operates safer recruitment procedures including making sure that:

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

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and requests DBS checks where required by Keeping Children Safe in Education 2024. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. CELT complies with the requirements of KCSIE, (September 2023) - Part 3.

Please refer to our HR suite of policies for full details.

# 15

## Training

### 15.1 All staff

All staff receive annual safeguarding training and are required to have read the safeguarding suite of policies including the relevant section of Keeping Children Safe in Education as well as undertaking a knowledge check in September or at point of induction.

All staff receive regular safeguarding training through a two-year training cycle adapted by the Trust Safeguarding Lead, utilising safeguarding network resources contextualised to CELT. This is also supplemented by a monthly Trust wide 'Safe News' that highlights key themes and current concerns.

### 15.2 DSL Team

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

### 15.3 Governors and Trustees

All CELT Governors and Trustees will undertake training specifically on the safeguarding responsibilities of the governing body in particular the role of the Safeguarding Governor also have an understanding of their strategic responsibilities in relation to safeguarding. They will demonstrate their understanding of their role.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 2 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff. All those involved in Safer Recruitment must read KCSIE Part 3.

Designated Teacher will attend termly training regardless of whether there are currently children within the school who are in care or previously looked after children.

### 15.4 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

# 15

suppliers is also about them protecting themselves as much as it is about protecting the children and young people in school.

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.

# 16

## Teaching our pupils about safeguarding

Our schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils/students for life in modern Britain and creates a culture of zero tolerance for discrimination.

These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based PSHE including RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

At CELT pupils/students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

This is achieved through a robust and proactive PSHE curriculum, which in addition to delivering all statutory content, adapts according to trends and data to provide timely interventions such as workshops, bespoke packages, additional lessons and provision designed to enhance the learning of all pupils/students.

Our assembly and tutor programme is planned to reinforce all key messages, including safeguarding. We also provide opportunities in all of our curriculum areas to discuss and explore key elements of safeguarding such as text choice in English and information sharing in Science.

# 17

## 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 and 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.

# 18

## Photography and images

Our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school.

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

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

# 19

## Site Security

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site and must wear a green/black striped lanyard at all times.

Visitors who have not undergone the required checks will be escorted at all times and must wear a red/black checked lanyard.



# 20

## Hiring or renting premises

The lettings policy will seek to ensure the suitability of adults working with children on Trust school sites at any time and ensure that appropriate safeguarding arrangements are in place.

# 21

## Statutory Requirements

### 21.1 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 2024. This guidance must be adhered to in full by all schools and colleges. KCSIE now also applies to providers of post 16 education as set out in the Education and Training (Welfare of Children) Act 2021.

This policy develops procedures and good practice within CELT schools, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide 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 schools and within multi-agency working arrangements.

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

### **21.2 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.

### **21.3 Special Circumstances, where pupils/students are not living with birth family.**

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

The most common reason for children becoming looked after is as a result of abuse and/or neglect. A designated teacher has been appointed to oversee these pupils/students. Please see our Designated Teacher Policy for further information.

#### **21.3.3 Children who have a social worker**

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

#### **21.3.4 Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil/student may be in a private fostering arrangement 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.

**21.3.5 Children with family members in prison**

Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We recognise that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders and local agencies

**21.3.6 Kinship Care**

Kinship care is when a child lives full-time or most of the time with a relative or close family friend, usually because their parents are not able to care for them. Grandparents are the most common kinship carers, but older siblings, aunts, uncles, and people who know the child well can also take on the role.

**21.3.7 Work Experience**

CELT has detailed procedures to safeguard pupils/students undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

**21.3.8 Children staying with host families**

The school may make arrangements for pupils/students to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils/students understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

Some overseas pupils/students may reside with host families during school terms and in such circumstances the schools follow the guidance in Annex D of KCSIE (September 2024) to ensure that hosting arrangements are as safe as possible.

# A

## 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 recognise that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

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

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

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

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

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

## **Emotional Abuse**

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

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

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



### **Sexual Abuse**

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

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

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

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

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

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

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



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

Different forms of abuse can often overlap and perpetrators may subject children to many forms of abuse.

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

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

**Reference:** Child sexual Exploitation - guide for practitioners February 2017



### **County Lines**

Indicators may include:

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

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

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

**Indicators may include:**

- Days absent from school
- 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.

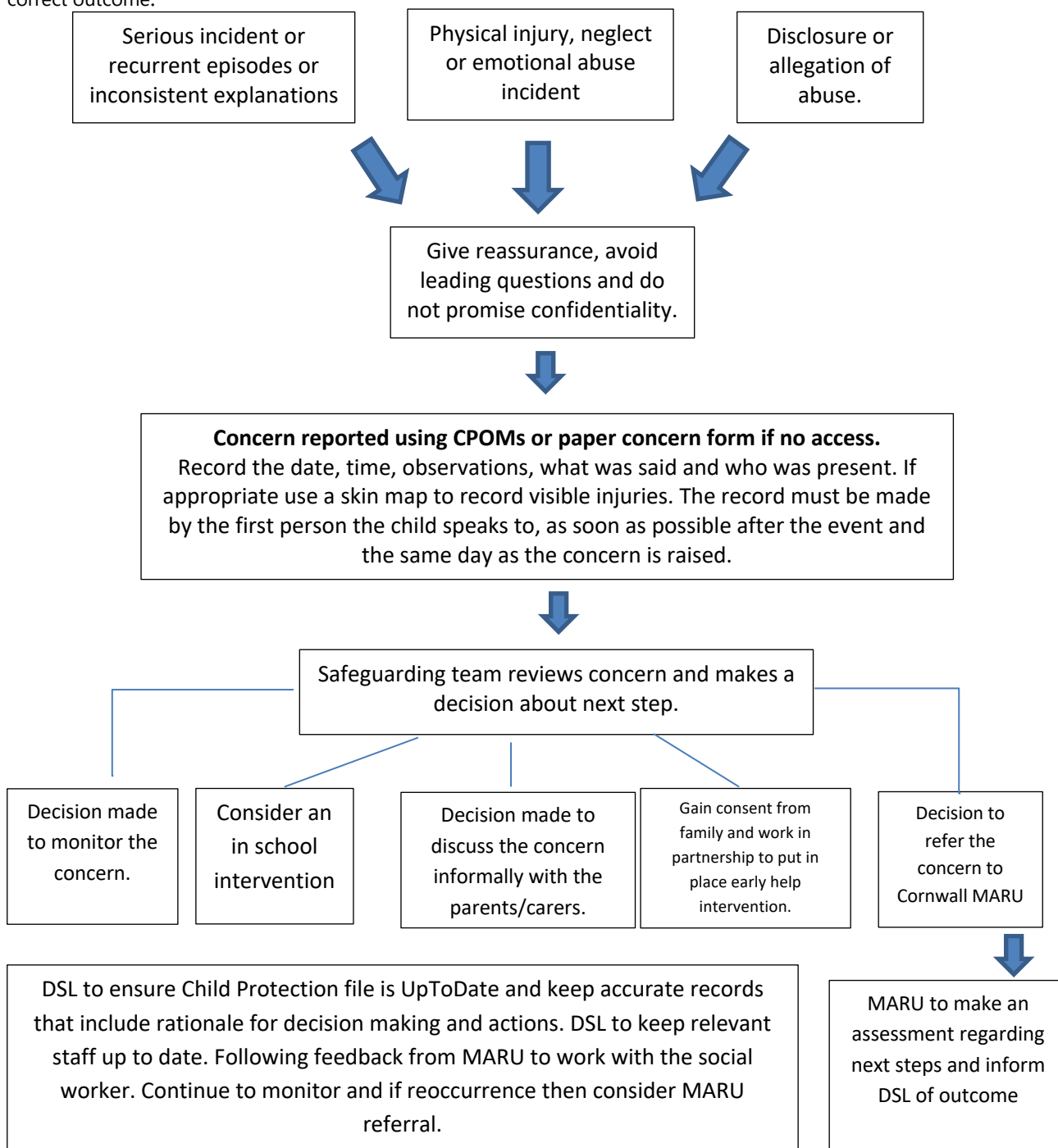
### **Children who may not be ready to disclose.**

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. They might feel embarrassed, have misguided feelings guilt, humiliated or be being threatened. This could be due to their vulnerability, disability, sexual orientation or language barriers. None of this should prevent staff from having 'professional curiosity' and speaking to the DSL.



# Appendix B: Managing a Disclosure of Abuse

Purpose: To ensure correct procedure is followed with concerns and that concerns are escalated appropriately and to a correct outcome.



**Note: if, at any point, there is risk of immediate harm to a pupil you must inform DSL immediately.**

Designated Safeguarding Lead: [Kym O'Mara](#)

Deputy Safeguarding Lead/s: [Sue Gilbert, Jane Hurley, Karen Dickens, Gary Oak, Jacqui McGlynn](#)

Safeguarding Link Governor: [Amy Daniels](#)

Trust Safeguarding Lead: Amy Daniels                      MARU number: 0300 123 1116

Concerns regarding staff should be raised with the school Headteacher: [Claire White](#)

Concerns regarding the Headteacher should be raised with the Chair of governors: [\[Redacted\]](#)

LADO: 01872326536

In the case of known FGM, the teacher who was made aware will also make contact with the police.



# History of Changes

Version	Date	Page	Change	Origin of Change
1.0	30.11.2022		Original Draft	
1.1	29.08.2023		Updated version	
1.2	23.08.2024		Updated in line with KCSIE 24	