

Keeping Children Safe in Education Child Protection and Safeguarding Policy

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“Safeguarding is everyone’s responsibility”

Key Information

This policy was developed and adopted on: 3 September 2018

The policy will be reviewed on: an annual basis

The Designated Safeguarding Lead (DSL) is:

- Penwith AP Academy – Clare Barden
- Nine Maidens AP Academy – Jonathan Stocker
- Glynn House AP Academy – Ryan Brokenshire
- Restormel AP Academy – Lianne Ward
- Caradon AP Academy – Haydn Pearse
- North Cornwall AP Academy – Richard Triggs
- CHES AP Academy – Helen Casson
- The Shoreline Academy – Tessa Claridge
- River Dart Academy – Stuart Heron
- Stansfield Academy – Jayne Mugford

The Deputy Designated Safeguarding Lead (DDSL) is:

- Penwith AP Academy – Emma Vyvyan
- Nine Maidens AP Academy – Mick Brooks
- Glynn House AP Academy – Nigel Hyde and/or Andy Major
- Restormel AP Academy – Gemma Phillips
- Caradon AP Academy – Pete Nicholls and/or Nick Price
- North Cornwall AP Academy – Nathan Hayes and/or Lee Quirke
- CHES AP Academy – Judy Richardson
- The Shoreline Academy – Russell Clarke and/or Joanne Parker
- River Dart Academy – Aled Price, Sam McGregor and/or Claire Treliving
- Stansfield Academy - Cheryl Skeggs, Katie Tyrell, Tony Wills, Sarah Barrow (Barrington Street)

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

- Penwith AP Academy – Clare Barden
- Nine Maidens AP Academy – Jonathan Stocker
- Glynn House AP Academy – Ryan Brokenshire
- Restormel AP Academy – Lianne Ward
- Caradon AP Academy – Haydn Pearse
- North Cornwall AP Academy – Richard Triggs
- CHES AP Academy – Helen Casson
- The Shoreline Academy – Tessa Claridge
- River Dart Academy – Sam McGregor
- Stansfield Academy – Jayne Mugford

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

- Penwith AP Academy – Clare Barden
- Nine Maidens AP Academy – Jonathan Stocker
- Glynn House AP Academy – Ryan Brokenshire
- Restormel AP Academy – Lianne Ward
- Caradon AP Academy – Pete Nicholls
- North Cornwall AP Academy – Richard Triggs
- CHES AP Academy – Helen Casson
- The Shoreline Academy – Tessa Claridge
- River Dart Academy – Stuart Heron
- Stansfield Academy – Jayne Mugford

The Child Sexual Exploitation Lead is:

- Penwith AP Academy – Clare Barden
- Nine Maidens AP Academy – Jonathan Stocker
- Glynn House AP Academy – Ryan Brokenshire
- Restormel AP Academy – Lianne Ward
- Caradon AP Academy – Haydn Pearse
- North Cornwall AP Academy – Richard Triggs
- CHES AP Academy – Helen Casson
- The Shoreline Academy – Tessa Claridge
- River Dart Academy – Sam McGregor
- Stansfield Academy – Jayne Mugford

The named Safeguarding Governor is: Julieann Carter

This policy is based on the template sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016 and was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). **It has since been revised to incorporate the new KCSIE which is live from September 2018.**

CONTENTS PAGE	4-5
Title page and key contacts within school	1-3
1. <u>Introduction and Context</u>	6-7
1.1 Our responsibilities	
1.2 Meeting your communication needs	
1.3 Terminology	
1.4 Acronyms	
1.5 Key Documents	
2. <u>Our Principles</u>	8
2.1 Key elements of this policy	
3. <u>Early Help (with local referral contacts)</u>	9
4. <u>Child Abuse</u>	10
4.1 Physical Abuse	
4.2 Emotional Abuse	
4.3 Sexual Abuse	
4.4 Neglect	
4.5 Bullying	
5. <u>Reporting your concerns - making a referral</u>	11
5.1 General Principles	
5.2 If the DSL/DDSL are not available	
5.3 Contact MARU	
5.4 Making a referral in writing	
5.5 Informing Parents	
5.6 Resolution of Professional Differences	
5.7 If the child/family are already known to Social Care	
6. <u>Specific Safeguarding Issues</u>	12
6.1 Child Sexual Exploitation (CSE)	
6.2 Radicalisation/PREVENT	
6.3 Female Genital Mutilation (FGM)	
6.4 Peer on Peer abuse	
6.5 Special educational Needs and Disabilities	
6.6 E-safety/Online including filtering	
6.7 Domestic Abuse	
6.8 Children Missing Education	
6.9 Looked after Children	
6.10 Young Carers	
6.11 Forced Marriage	
6.12 Private Fostering	
6.13 So called 'honour based violence'	
6.14 Homelessness	
6.15 Child criminal exploitation – county lines	
7. <u>Confidentiality and Information Sharing</u>	17
8. <u>Record Keeping</u>	18
9. <u>Allegations against Staff</u>	18

10.	<u>Whistleblowing</u>	19
11.	<u>Safeguarding roles and responsibilities</u>	19
	11.1 Designated Safeguarding Lead	
	11.2 Deputy Designated Safeguarding Lead	
	11.3 Governing Body including the role of the safeguarding governor	
12.	<u>Safer Recruitment</u>	19
13.	<u>Attendance at Child Protection Conference</u>	20
14.	<u>Training</u>	20
15.	<u>Extended School and Off-site arrangements</u>	20
16.	<u>Photography and Images</u>	21
17.	<u>Supporting Staff ***NSPCC, Samaritans, GP</u>	21

APPENDICES:

Appendix A:	Signs and Indicators of abuse	21
Appendix B:	Managing a Disclosure of Abuse	24
Appendix C:	Procedures if an allegation is made against a member of staff	25
Appendix D:	Key Roles and Responsibilities	25
Appendix E:	Key messages from Serious Case Reviews	27

1. Introduction and Context:

1.1 Our responsibilities

Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

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

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

The policy will be accessible to all visitors to the school, parents and carers through the school's website and a hard copy will be available from the school office.

1.2 Meeting your communication needs

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

1.3 Terminology

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

- **Governing Body** – refers to all forms of governance within a multi academy trust, academy or maintained school.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

1.4 Acronyms used in this policy

DSL	- Designated Safeguarding Lead
DDSL	- Deputy Designated Safeguarding Lead
MARU	- Multi Agency Referral Unit
CSE	- Child Sexual Exploitation
FGM	- Female Genital Mutilation
KCSIE	- Keeping Children Safe in Education
CIOS SCB	- Cornwall Isles of Scilly Safeguarding Children Board
LADO	- Local Authority Designated Officer

1.5 Key Documents:

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

‘Working Together to Safeguard Children’ (revised July 2018), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

“Keeping Children Safe in Education” (September 2018), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

‘What to do if worried a child is being Abused: Advice for Practitioner’. March 2015. The guidance is available via the following link: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. Updated July 2018. The guidance is available via the following link: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

“The Prevent Duty: for Schools and child care providers July 2015. The guidance is available via the following link: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on schools). The guidance is available via the following link and was updated in August 2015:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Children Missing Education – Statutory guidance for local authorities, September 2016. The guidance is available via the following link:

<https://www.gov.uk/government/publications/children-missing-education>

Forced Marriage: information and guidelines for professionals protecting, advising and supporting victims. July 2016: This guidance is available via the following link:

<https://www.gov.uk/guidance/forced-marriage>

Child Sexual Exploitation, published Feb 2017 – Further guidance is available via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Guidance for Safer Working Practice for those working with Children and Young People in Education settings 2015. This guidance is available via the following link:

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Furthermore, we will follow the procedures set out by:

Cornwall and the Isles of Scilly Safeguarding Children Partnership www.safechildren-cios.co.uk

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to Cornwall and Isles of Scilly Safeguarding Children Partnership.

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

Anti-bullying inc. Cyber Bullying Policy
Email Internet Policy (for staff)
Computer Access Usage Policy
Data Protection Policy
Equal Opportunities Policy

Positive Behaviour Policy
Visitors Policy and Procedures
Supporting Pupils with Medical Difficulties Policy

Health and Safety Policy
E-safety Policy
Code of Conduct Policy
Disability and Accessibility Policy
Keeping Children Safe from Extremism Policy
Recruitment and Selection Policy
Whistleblowing Policy

2 Our Principles

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school. Our school recognises

that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our school's activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Our school maintains an attitude of 'it could happen here' at all times.

2.1 Key elements to this policy

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school.
- Keeping child protection issues at the forefront of our work and know who in the school the DSL is.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.
- Supporting children and young people in accordance with their agreed child protection plan.
- We will follow the procedures set out by the CIOs SCP and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff or student and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by the school.

3 Early Help:

There are situations which may occur in a family’s life where they may benefit from additional support that cannot be provided solely by universal services.

These can include when a child:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme

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

Additional guidance can also be accessed by using the CIOS SCP multi agency threshold document. This guidance is available via the following link: <https://www.safechildren-cios.co.uk>

<http://www.cornwall.gov.uk/media/34382614/multi-agency-threshold-guidance.pdf>

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

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

Contact details:

Telephone: 01872 322277

Email: earlyhelphub@cornwall.gov.uk

Website: www.cornwall.gov.uk/earlyhelphub

4 Child Abuse

Indicators of abuse and neglect – taken from KCSIE September 2018

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

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

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

4.3 Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It may include a failure to:

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

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

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

4.5 Bullying

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

5 Reporting your concerns

5.1 General Principles

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DDSL.

5.2 If the DSL/DDSL are not available

Cornwall

If there is an immediate concern about a child or their family **any member** of staff can phone the MARU/MASH for advice and guidance if the DSL/DDSL are not available.

Contact details: MARU 0300 1231 116

If the concerns arise out of office hours contact 01208 251300

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

Devon:

Contact Details: MASH 0345 155 1071

If the concerns arise out of office hours contact 0345 600 0388/0845 600 0388

General enquiries 0345 155 1015/0845 1551015

5.3 Contacting MARU or MASH (for advice or when making a referral)

Ensure that you have as much factual information about the child as possible when you phone include:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the school
- Factual information about the concerns you have

5.4 Making a referral in writing

You will need to back any phone call up in writing by completing the multi-agency referral form.

For Cornwall, this is available from the CIOS SCB website www.safechildren-cios.co.uk You must then send it in by secure email which is clearly highlighted on the referral form: [https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/policies-procedures-and-referrals/](https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/policies-procedures-and-referrals/MARU)
MARU Secure email: multiagencyreferralunit@cornwall.gcsx.gov.uk

For Devon, this is available from <https://new.devon.gov.uk/educationandfamilies/child-protection/making-a-mash-enquiry>
You must then send it in by secure email which is clearly highlighted on the referral form

5.5 Informing Parents

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

5.6 Resolution of Professional Differences

In the event that the school disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as

the escalation policy. The policy is available via the following link:
<http://www.safechildren-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf>

5.6 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/MASH who will provide contact details of the worker and/or their manager.

6. Specific Safeguarding Issues

Specific safeguarding issues 47. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. 48. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

Wave will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors.

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

6.1 Child Sexual Exploitation (CSE)

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

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

<https://www.rip.org.uk/resources/publications/practice-tools-and-guides/child-sexual-exploitation-practice-tool-2017-open-access>

Potential indicators of CSE are contained within Appendix A.

6.2 Radicalisation/PREVENT

Wave will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization

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

The Principal and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure **All** Staff and Governors implement the duty
- Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety

Wave will respond to any concern about Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will

seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. When reviewing our PREVENT duties we would consider the guidance contained on the safer Cornwall website (link below).

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

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

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

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2018) Please refer to Wave's e-safety policy.

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

Additional contact details

Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rouse
email: prevent@cornwall.gov.uk

Devon and Cornwall Police can be contacted on
prevent@devonandcornwall.pnn.police.uk

Contact details: MARU 0300 1231 116

If the concerns arise out of office hours contact 01208 251300

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

Contact Details: MASH 0345 155 1071

If the concerns arise out of office hours contact 0345 600 0388/0845 600 0388

General enquiries 0345 155 1015/0845 1551015

If immediate and serious concerns call the police on 999

6.3 Female Genital Mutilation (FGM)

Wave recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MARU. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

6.4 Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

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

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

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

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse. Please refer to the Anti Bullying, Equal Opportunities and E-safety policies.

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped.

Reporting sexual violence or sexual harassment: a victim should never be made to feel ashamed for making a report and should be reassured they are being taken seriously, and that they will be supported and kept safe. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of KCSIE September 2018 guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

6.5 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Wave recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare Wave will follow the same procedures as outlined within this policy and liaise with the DSL initially.

6.6 E-safety/Online safety

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

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

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

Wave takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to Wave's E-safety Policy and the email internet policy for staff.

6.6.1 Filtering

Wave is adhering to the guidance within the revised KCSIE (September 2018) Annex C and this is reflected within our e-safety policy.

6.7 Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

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

6.8 Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

6.8.1 EHE- Elective Home Education

When appropriate we will advise the Local Authority of when children leave our school to be electively home educated at the earliest opportunity. A Safeguarding Risk Assessment will be completed and shared with the Education Welfare Service.

6.8.2 Reduced Timetables

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement. Weekly detailed, retrospective returns of reduced timetables are shared with the LA.

6.9 Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2018).

A designated child in care lead has been appointed from the senior leadership team. In Wave, this person is currently

- Penwith AP Academy – Clare Barden
- Nine Maidens AP Academy – Jonathan Stocker
- Glynn House AP Academy – Ryan Brokenshire
- Restormel AP Academy – Lianne Ward
- Caradon AP Academy – Haydn Pearse
- North Cornwall AP Academy – Richard Triggs
- CHES AP Academy – Helen Casson
- The Shoreline Academy – Tessa Claridge
- River Dart Academy – Sam McGregor
- Stansfield Academy – Jayne Mugford

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICISS).

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

6.10 Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

6.11 Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. However, the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England.

ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

6.12 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

6.13 So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. They should pass on concerns/reports to the DSL or DDSL.

6.14 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate,

and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

6.15 Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹¹ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

7. Confidentiality and Information Sharing:

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

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

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

8. Record Keeping:

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

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

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology
- Ensuring all records are kept secure and in a locked location

- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance
- Ensuring all records are clear, factual and jargon free

9. Allegations against staff:

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

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Principal must be informed. If the Principal is not available, then the DDSL should be advised.

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

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

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

- Contact the LADO for advice
- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser
- contact the parents or carers of the child/young person **if** advised to do so by the LADO
- consider the rights of the staff member for a fair and equal process of investigation
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary
- act on any decision made in any strategy meeting and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned

Contact details LADO: Cornwall - 01872 326536

If a referral needs to be made, then this must go through MARU who will then pass it on to the LADO team. Contact them on: lado@cornwall.gov.uk

Devon – 01392 384964

If a referral needs to be made, then this must go through ladosecure-mailbox@devon.gov.uk. Alternatively, you can complete their on line form

10. Whistleblowing:

Please adhere to the school's Whistleblowing Policy.

Whistleblowing Governor: Debbie Wilshire

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

NSPCC Whistleblowing helpline: 0800 028 0285

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

11.1 Designated Safeguarding Lead (DSL)

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

11.2 Deputy Designated Safeguarding Lead (DDSL)

As above we follow the guidance in Annex B of KCSIE (revised September 2018) which outlines the key responsibilities of the DSL and DDSL.

11.3 Governing Body including the role of the Safeguarding Governor

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2018). In addition, we have outlined these responsibilities in Appendix D.

12. Safer Recruitment

Our school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. Our school complies with the requirements of KCSIE, September 2018 - Part 3

Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

13. Attendance at Child Protection Conference

If a child or young person becomes the subject in a Child Protection Conference as a school, we may be asked to share information about the child or young person and

his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

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.

14. Training

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

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

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

Our DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole school training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body will have access to basic safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

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

15. Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/ child protection arrangements are in place.

16. Photography and images

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

17. Supporting Staff

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

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

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

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

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

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

Appendix A: Signs and Indicators of Abuse

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

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

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

Physical Abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

Neglect

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

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

The physical signs of neglect may include:

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

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

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

Emotional Abuse

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

Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- 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)

Many aspects of CSE take place on line so it may be difficult to identify this within school. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing
- Talking about friendships with older young people/adults
- Engagement with offending

Female Genital Mutilation (FGM)

Although situations of FGM may be unusual it is important that you do not assume it could not happen here.

Indicators may include:

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

Appendix B: Dealing with a Disclosure of Abuse

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

If:

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

You RECORD AND REPORT:

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

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

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

Types of Questions you can ask:

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

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

Then report to your DSL or DDSL immediately. **If they are not available, contact MARU.**

Staff MUST NOT

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret

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

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

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

If the allegation concerns the head teacher, then the Chair of Governors or the Chair of the Trust should be informed immediately.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If they feel a referral should be made, then they will advise you to complete the appropriate referral form which should then be sent in via MARU

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

Appendix D: Key Roles and Responsibilities

Designated Safeguarding Lead (DSL)

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

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

Deputy Designated Safeguarding Lead (DDSL)

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

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

Governing Body

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of Part 2 of KCSIE (September 2018) this includes:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self-assessment on an annual basis.
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall.
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role.
- The designated safeguarding governor visits the school regularly to review safeguarding within the school and includes within visits regular discussions with children.
- Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the

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

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

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

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

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

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