

7a Child Protection & Safeguarding Policy

A copy of this policy is published in the following area:

The school's website

Reviewed by: Sarah Patterson (Head of Prep School) and Emma Ellison (Deputy Head (Pastoral) Senior School)

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A. Introduction

The purpose of the Child Protection and Safeguarding Policy is to provide a secure framework for staff and volunteers in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- All our pupils are safe and protected from harm;
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices; and
- Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and promoting the welfare of all our pupils.

This policy has been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002 and the Children Act 2004, The Statutory Framework for the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements (2017) and in line with government publications and local guidance, including [Keeping Children Safe in Education \(September 2020\)](#), DfE Interim Safeguarding Guidance and [Working Together to Safeguard Children \(July 2018\)](#). This policy is consistent with the [policy of the Methodist Independent School Trust \(MIST\)](#).

This policy should be read alongside [7ai Appendix to the Child Protection Policy for School Closure](#)

The Governing Body of Truro School takes seriously its responsibility under Section 157 of the Education Act 2002 to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy develops procedures and good practice within our school, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people including those who are vulnerable. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.




¹ Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies".

This policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Cornwall Council Safeguarding Children Partnership guidance. The School will ensure that its safeguarding arrangements take into account the procedures and practice of the local authority, including local protocols for assessment and the Safeguarding Children Partnership threshold document.




For the purpose of this policy, 'child' shall refer to those under the age of 16 and 'young person' to those aged 16–18. This policy covers all pupils in both the Senior School and the Preparatory School (ages 3-18 years).

B. Designated staff with safeguarding responsibilities

The following staff hold safeguarding positions of responsibility at Truro School:

	Name	Role	Contact details
	Emma Ellison	Designated Safeguarding Lead, Designated Teacher for Children in Care and Deputy Head (Pastoral)	Office number: 01872 246067 Mobile number: 07808 731564 Email: eke@truroschool.com
	Zoe Jobling	Cover for the Designated Safeguarding Lead and Director of Co-curricular	Office number 01872 246088 Mobile number 07730 525259 Email: zj@truroschool.com
	Tom Copeland	Cover for the Designated Safeguarding Lead and Head of Boarding	Office number 01872 246033 Mobile number: 07730 525260 Email: thc@truroschool.com

The following staff hold safeguarding positions of responsibility at Truro Prep:

	<p>Maggie Issaka</p>	<p>Designated Safeguarding Lead, Pastoral Care Coordinator</p>	<p>Office number: 01872 272616 Email: mi@truroschool.com</p>
	<p>Kate Williams</p>	<p>The Designated Safeguarding Lead with responsibility for the Early Years Foundation Stage (EYFS) and cover for the Designated Safeguarding Lead Designated and EYFS Coordinator</p>	<p>Office number: 01872 272616 Email: kew@truroschool.com</p>
	<p>Sarah Patterson</p>	<p>Cover for the Designated Teacher for Children in Care Safeguarding Lead and Head of Prep School</p>	<p>Office number: 01872 272616 Mobile number: 07730 525247 Email: prephead@truroschool.com</p>

The Governor with leadership responsibility for safeguarding and safeguarding arrangements is Dr Jennifer Williams Tel: 07739 013364.

The safeguarding teams work together across both schools to discuss the sharing of good practice and safeguarding updates. Sarah Patterson, Head of Prep, chairs these meetings.

Everyone has responsibility to ensure the safety of children.

Anyone is able to make a referral to Cornwall County Multi- Agency Referral Unit (MARU) on 0300 1231 116.

For urgent referrals after 17:15 or at the weekend call the Out of Hours Service on 01208 251 300.

Multi-agency working

Truro School is committed to working with our Local Safeguarding Children Partnership, [Cornwall and the Isles of Scilly Local Safeguarding Children Partnership](#) and understands we have a pivotal role to play in multi-agency safeguarding arrangements. We will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Truro School works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, we recognise the importance of information sharing between practitioners and local agencies.

Appropriate information will be shared with the LSCP in line with Working Together to Safeguard Children and the School's data protection policy (following the Data Protection Act 2018 and the GDPR).

C. Responsibilities of the Governing Body, the School, staff and volunteers

Improving outcomes for all children and young people underpins all of the development and work within Truro School and Truro Prep. As a result of our close day to day contact with children, education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18

It is important to note that safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health (including mental health) and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; preventing radicalisation and religious extremism and school security.

Safeguarding is everyone's responsibility and all staff have a responsibility to provide a safe environment in which children can learn. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (i.e. they consider at all times what is in the best interests of the child).

Although referrals are usually to be managed by the DSL, anyone can refer a child to children's social care if necessary and as such our schools aim to create the safest environment within which every

student has the opportunity to achieve. Our schools recognise the contribution they can make in ensuring that all registered students or others who use our schools feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies. This includes providing a coordinated offer of early help where additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

We will seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curricula that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Children Potentially at Greater Risk of Harm.

Any child may benefit from early help but Truro School recognises that certain children may be more vulnerable and need additional support. These include:

- children with a social worker (Children in Need and on Child Protection plans)
- children requiring Mental Health support
- looked after children and previously looked after children
- children with special educational needs and disabilities
- LGBT children
- young carers
- those showing signs of being drawn into anti-social or criminal behaviour
- those who frequently miss school
- those involved in using drugs or alcohol

Further guidance is contained in KCSIE 2020 paragraphs 109-126

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
Communication barriers and difficulties in overcoming these barriers.

Looked After Children

The School will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority.

Private Fostering

Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. The School will then notify the local authority of the circumstances.

Our schools form a joint community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making them safe and secure. We welcome suggestions and comments contributing to this process.

We are committed to working in partnership with parents, Social Care, MIST and our LSCP, to continuously develop and improve the safeguarding culture within our school.

1. Governing Body Responsibilities

MIST has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. It does this through the mechanisms of delegation and monitoring as outlined in MIST's safeguarding and protection [policy](#) (link on page 1).

The Governing Body has appointed a Designated Safeguarding Lead (DSL) for both schools who have lead responsibility for dealing with all safeguarding issues in our school. In the absence of the DSL, the schools have a Deputy Designated Safeguarding Lead. The DSLs and Deputy DSLs have undertaken multi-agency child protection training which is refreshed every two years (as set out in Annex B of Keeping Children Safe in Education).

Our Governing Body recognises that for this policy to be effective, it is essential that staff and volunteers have an understanding of what safeguarding is, know that 'safeguarding is everybody's responsibility', know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard children, young people and vulnerable adults and how to access further advice, support or services.

Truro School and Truro Prep undertake to ensure that the DSL for each setting has sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively. The Annual Safeguarding Assurance Return made to Cornwall and Isles of Scilly Safeguarding Board will enable the work of the DSL in each school to be reviewed on a regular basis.

All members of our Governing Body are given and are required to read the booklet: *Keeping Children Safe in Education* part 1 and annex A, published in September 2020 by the DfE. All members of the governing body are required to sign that they have received and read this document, as well as the Whistleblowing Policy and the Child Protection and Safeguarding Policy. Governors should also read KCSIE parts 2,3 and 4. Part 2 covers the management of safeguarding, part 3 looks at safer recruitment and part 4 deals with allegations of abuse made against teachers and other staff. Governors will receive appropriate training following updates to policy or procedure, as a consequence of DfE guidance and legislation.

All members of the governing body will undertake safeguarding training every three years, and the Governor with specific responsibility for safeguarding will undertake additional training at least every two years, to support the Head and Head of Prep in managing allegations against staff and volunteers who work with children and young people and to support the annual review of this policy, in order to keep it updated in line with local and national guidance/legislation. Governors will receive training appropriate to updates from previously undertaken safeguarding and child protection training, as outlined in this document and in DfE guidance and legislation, at least on an annual basis.

Our Governing Body will undertake an annual review of this policy and for additional policies that are relevant to safeguarding and child protection, and ensure that they are being applied effectively.

2. Designated Safeguarding Lead's Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. The Designated Safeguarding Leads (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.

We will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and take account of both national guidance issued by the Department of Education and local guidance.

Our Designated Safeguarding Lead is responsible for:

- Managing referrals, including advising on CloSSCB (Cornwall and Isles of Scilly Safeguarding Children Board) threshold / continuum of need guidance, as required by section 17 of the Children Act 1989;
 - through contacting by telephone the Multi Agency Referral Unit (MARU) on 0300 123 1116 as a matter of urgency (and within 24 hours of a child protection referral case being presented to them or their deputy), in order to discuss the child protection concerns of possible abuse or neglect that the designated person has in connection with the child, being prepared to provide the child's details and follow advice and guidance provided by the person handling the call and as in the guidance referred to above;
 - providing a written record of any formal referral by fax/post/e-mail to the MARU using the multi-agency referral form within 24 hours;
 - ensuring that, where a formal referral has not been agreed other sources of support for the child will be considered, including instigating a Common Assessment Framework (CAF) process, with reference to the Team Around the Child (TAC);
 - ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral;
 - ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entries to provide a chronology;
 - ensuring that an indication of further 'child protection related' record keeping is marked on the pupil's records.
- Referring all cases of suspected abuse to the local authority children's social care and:
 - The designated officer(s) for child protection concerns for all cases which concern a staff member or volunteer
 - Disclosure and Barring Service for cases where a person is dismissed or left due to risk/harm to a child
 - and/or the Police for cases where a crime may have been committed
- Liaising with the Head and/or Head of Prep to inform him/her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Acting as a source of support, advice and expertise to staff and volunteers on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Ensuring that there is always cover of their role (including for any out of hours/out of term activities) and that arrangements for cover are communicated clearly to staff
- Attending child protection conferences (or delegating this requirement to another appropriately informed member of staff), family support meetings, core groups, or other multi-agency planning meetings
- Contributing to the Framework for Assessment process, and providing a report for the conference which has been shared with parents
- Ensuring that the Children's Early Help, Psychology & Social Care Service is notified immediately when any pupil subject of a Child Protection Plan is absent without explanation
- Ensuring that all school staff and volunteers are aware of this policy and know how to recognise and refer any concerns
- Receiving appropriate training carried out every two years and receive updates as required, but at least annually in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

- Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new, part time staff and volunteers where appropriate
 - Be alert to the specific needs of children in need, those with special educational needs and young carers
 - Be able to keep detailed, accurate, secure written records of concerns and referrals
 - Obtain access to resources and attend any relevant or refresher training courses
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff and volunteers, in any measures the school or college may put in place to protect them
- Ensuring the school's policies are known and used appropriately
 - Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
 - Link with the CloSSCB to make sure staff and volunteers are aware of training opportunities and the latest local policies on safeguarding
 - Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained
 - Completing, with the Head and Head of Prep, an annual safeguarding audit to the Governing Body in September which details any changes to the policy and procedures, training undertaken by the DSL and by all staff, volunteers and governors, relevant curricular issues, number and type of incidents/cases, and the number of children referred to the Children's Early Help, Psychology & Social Care Services and subject of a Child Protection Plan (anonymised). If this self-assessment highlights any areas for improvement, this will be detailed in an action plan which will be signed off and monitored by the Headmaster and Head of Prep to ensure these improvements are implemented
 - Completing, with the Head and Head of Prep, a return to the Local Authority and the CloSSCB, who have an auditing role in ensuring the school is meeting its safeguarding requirements under Section 175/157 of the Education Act 2002
 - Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training as recommended by the CloSSCB, or the Safeguarding Children Standards Unit
 - Supporting the Head and Head of Prep in implementing all recommendations applicable to schools and education services arising from Serious Case Reviews
 - Oversee online safety working with the network manager and key staff

3. All Staff and Volunteers Responsibilities

All staff, including volunteers, supply and temporary staff, are given and required to read the booklet: *Keeping Children Safe in Education* part 1, published in September 2020 by the DfE. All staff and volunteers acting on behalf of the school are required to sign that they have received and read this document, as well as the Whistleblowing Policy and the Child Protection and Safeguarding Policy. Staff and volunteers will receive appropriate training following updates to policy or procedure, as a consequence of DfE guidance and legislation annually or as required. All new staff received Level 2 Single Agency Safeguarding training at Induction and staff update their training every 3 years.

All members of staff, volunteers and governors will know how to respond to a student who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a

disclosure of abuse. All staff will also have read and understood the Behaviour Policy and know the safeguarding response to children missing in education.

Alongside *Keeping Children Safe in Education* (part 1 and annex A, September 2020), the Whistleblowing Policy and the Child Protection and Safeguarding Policy, all staff are required to read and sign a copy of the school's Staff and Volunteer Code of Conduct on induction into their role. Volunteers will also receive these documents and sign to say that they have received and read them, as well as receiving and being talked through the Staff and Volunteer Code of Conduct.

Staff and volunteers who have any concerns about a child's welfare should act on them immediately. They should initially direct their concerns to the Designated Safeguarding Lead, which is Emma Ellison (Deputy Head Pastoral) at the Senior School or Maggie Issaka (Pastoral Care Coordinator) at the Prep School. Where appropriate, Children in Need will be referred to social services by either of these Designated Safeguarding Leads or their Deputies in their absence. Children at Risk should be referred to social services immediately, via MARU as detailed within this document.

4. School Responsibilities

As part of our induction programme, all staff, including temporary staff and volunteers in regulated activity, will be issued with *Keeping Children Safe in Education (2020)* part 1, as well as the Child Protection and Safeguarding policy, the Whistleblowing policy and the Staff and Volunteer Code of Conduct, as well as identifying who the DSL and Deputy DSL are for the relevant school. The induction will cover the roles and responsibilities of the DSL and deputies. The content of these policies are included as part of the initial induction training, which includes reference to the risks of radicalisation and how to identify children and young people at risk. During induction staff will be taught about online safety.

All members of staff will receive regular appropriate training in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures, in line with CloSSCB guidance. All staff will receive safeguarding and child protection updates as required, but at least annually. This includes temporary staff and volunteers in regulated activity. Records of training are maintained by the HR Manager and Prep School Administrator.

The DSLs and their Deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least annually and will update their awareness and understanding of the impact of the wide agenda of safeguarding issues. It will support both the DSL/Deputies 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. This includes taking part in multi-agency training.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy.

All visitors to Truro School will be issued with the Level 1 Safeguarding Children Leaflet when they sign in at Reception and all new employees and volunteers will be talked through this leaflet at their induction by one of the trained DSLs or their Deputies.

When services are delivered by a third party, education or otherwise, on the school site our lettings and visitors policies will seek to ensure the suitability of adults working with, and in the presence of, children at any time². When arranging visiting speakers, the school will ensure that they are suitable

² Where a third party is responsible for running the services there should be clear lines of accountability and written agreements setting out responsibility for carrying out the recruitment and vetting checks of staff and volunteers: paragraph 158, *Keeping Children Safe in Education* (September 2019)

and appropriate for the pupils from the perspective of the Prevent guidance. This will usually take the form of checking their organisation or viewing references and testimonials from previous users of that speaker. If appropriate, formal checks will be undertaken.

When an external organisation is in a supervisory role of our pupils away from the school site, written assurances will be gained that these staff have undertaken suitability checks to be in a supervisory role with our pupils.

External providers that will be Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

The school's internet provider is the South West Grid for Learning (SWGfL) and both the school and the SWGfL monitor internet use for access to inappropriate material, which includes terrorist or extremist material as required by Prevent. Further details can be found in the Online Safety Policy.

Our schools operate safer recruitment procedures including making sure that statutory duties to check staff who work with children are complied with, statutory guidance relating to volunteers is followed and recruitment panel members are properly trained. We hold a single central record (SCR) which demonstrates we have carried out the range of checks required by law on our staff and volunteers in regulated activity.³ At least one senior member of staff sitting on an interview panel will have undertaken training in safer recruitment.

An enhanced criminal record check is sought for all positions in Regulated Activity as currently defined by the Safeguarding Vulnerable Groups Act 2006 (and as amended by the Protection of Freedoms Act 2012). The Disclosure and Barring Service (formerly the CRB) provides clear guidelines relating to posts that meet the definition of Regulated Activity and that are eligible for an Enhanced Disclosure.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) on 01325 953 795.

Should a pupil of the school be the subject of an enquiry by the local authority under section 47 of the Children Act 1989, because they are deemed to be suffering significant harm, or at risk of suffering significant harm, the school will cooperate fully with local agencies as required. Such enquiries are often known as 's47 enquiries'.

At Truro School Prep, for EYFS the school undertakes to inform Ofsted of any allegations or serious harm or abuse by any person living, working, or looking after children at the Prep School campus (whether that allegation relates to harm or abuse committed on the campus or elsewhere) or any other abuse which is alleged to have taken place on the campus, and of the action taken in respect of these allegations. This to be done at the earliest opportunity, and at the latest within 14 days.

Contact details are: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. General helpline: 0300 123 1231.

³ Under the terms of the School Staffing (England) (amendment) Regulations (2015) and the Education (Independent School Standards) (England) Regulations 2014

D. Recognition and categories of abuse

All staff and volunteers in both schools need to be vigilant for the signs and symptoms of abuse. If staff and volunteers are concerned about the possible signs or symptoms of abuse, they should raise these with the DSL or Deputy DSL at the earliest convenience.

There are four categories of abuse and detailed definitions and signs and symptoms can be found in Appendix 1:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Staff and volunteers need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

Child abuse does not solely take the form of physical or sexual abuse and staff and volunteers need to be mindful that emotional abuse and neglect can put a child in need, rather than at risk. If unchecked, this may develop into the child being at risk. If the school is worried about the welfare of a child that is not an emergency, social services will be informed by the DSL or Deputy DSL. In matters of an emergency, this will be through social services via MARU, or to the Police via 999 in a situation where the child or young person is at immediate risk of harm.

Peer on peer / child on child abuse

All staff should also recognise that children are capable of abusing their peers. the different forms peer on peer abuse can take, such as:

- bullying (including cyberbullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- domestic abuse in intimate relationships between pupils
- sexual violence and sexual harassment.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. It is a criminal offence. Anyone of any gender, can be a victim.
- sexting (also known as youth produced sexual imagery): and
- initiation/hazing type violence and rituals

Peer on peer abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. Pupils are taught to recognise such behaviours as abuse as part of the School's approach to safeguarding education. Any allegation of such abuse will be promptly and thoroughly investigated, and treated according to its gravity, which may include referral to children's social care or the police. Peer on peer abuse will be regarded as a child protection issue where the child is deemed to be at risk of significant harm. Victims will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. If sexting takes place, this becomes a key child protection issue as this could be an indicator of potential

sexual exploitation. In this instance, MARU would be informed. Depending on the nature of the peer abuse, we would seek guidance and advice from MARU and the Early Help Hub at a local level.

Mental Health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy and record on MyConcern.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Boarding

As a boarding school, boarding and the wider pastoral staff should be aware of the possibility of abuse between boarding pupils, especially where there are pupils across a wide age range who have the opportunity to interact socially and possibly in private. Staff who have concerns should raise this with the Housemaster and Housemistresses, the Head of Boarding and the DSL or Deputy DSL as appropriate.

All sections of this policy applies to boarders & boarding staff during boarding hours. Truro School recognises that boarders have specific Child Protection and Safeguarding needs during boarding hours.

The boarding staff are committed to meeting these needs primarily by taking actions, under the guidance of the Housemaster/mistress, the Head of Boarding and the Deputy Head (Pastoral), to enable all boarders to have the best outcomes.

In addition, the boarding staff are committed to meeting these needs by;

- knowing the whereabouts of 1st to 3rd year boarders
- being able to ascertain the whereabouts of 4th year to U6 boarders
- keeping the duty mobile phone on them
- carrying out roll-calls at the specified times and follow the missing boarder procedure if needed
- communicating with the medical centre about medical issues or concerns
- reporting pastoral concerns on MyConcern
- following procedures and protocols detailed in the Boarding Medical Handbook
- following medical and/or welfare plans written by the nurses and/or Housemaster/mistress

- taking into account specific boarding needs such as homesickness, transitions between home and boarding, the need to communicate home, the need to be alone, and the need to talk to some-one such as boarding staff member, a boarding prefect, an ACHE prefect, the nurse, the Chaplain, the independent listener or the counsellor.
- following the Fire Evacuation Procedure
- mentoring boarders in one-to-one sessions

E. Receiving a disclosure

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, staff and volunteers will:

- stay calm and listen carefully;
- reassure the child that s/he has done the right thing in telling you;
- not investigate or ask leading questions;
- let the child know that s/he will need to tell the DSL;
- not promise confidentiality;
- inform the DSL as soon as possible; and
- make a written record of the allegation, disclosure or incident using MyConcern. If in doubt about recording requirements, staff should discuss this with the DSL.

All safeguarding and pastoral concerns are recorded on MyConcern. All staff receive training on MyConcern at staff Induction. If a member of staff does not have access to log a concern they may contact their line manager or any member of the Safeguarding team. Further information can be found in the Trusted User Guide for MyConcern which can be found on the school intranet.

If staff have concerns about a child (as opposed to a child being in immediate danger or at risk of harm) they will need to decide what action to take and will record any concerns using MyConcern. All staff should be prepared to identify children who may benefit from early help, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding Lead and recorded on MyConcern. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.

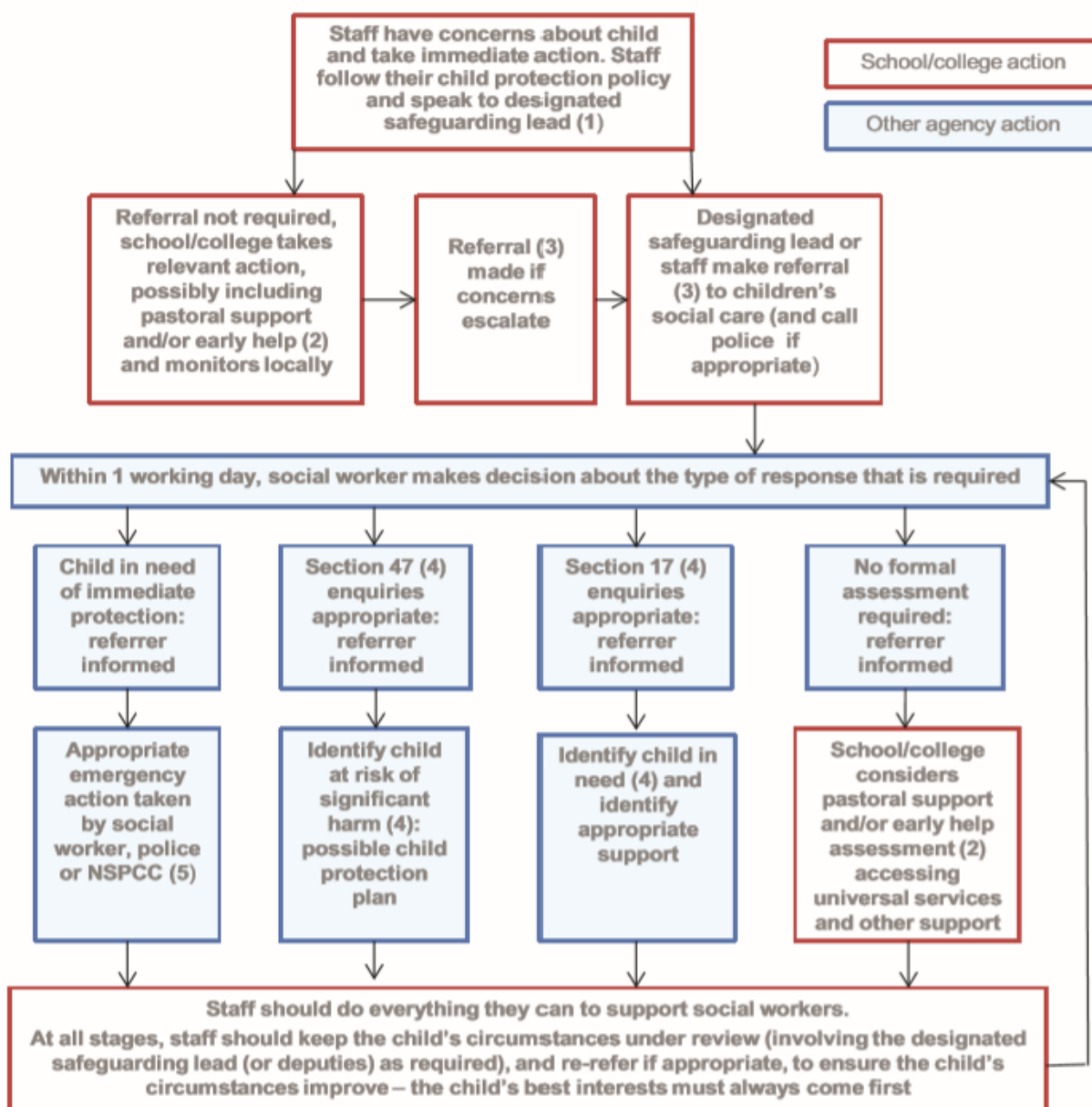
If a child is in immediate danger or at risk of harm, this must be reported to the Designated Safeguarding Lead, who will make a referral to children's social care and/or the police immediately. (See Appendix 4). It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

Matters relating to child protection are confidential and the Head and Head of Prep or DSLs will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. When doing so, we will consider the wishes and feelings of the child, as well as always undertaking to share our intention to refer a child to the Children's Early Help, Psychology & Social Care Services with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Multi-Agency Referral Unit (MARU).

The following chart from KCSIE 2020 sets out the actions which the school must take

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

All pupils have the opportunity to share concerns they have regarding their welfare and wellbeing, be that through their pastoral staff (form tutor, head of year etc.), the medical centre, the school chaplain, school counsellor, a member of the SLT or any member of staff, paid or volunteer, across the two schools. Boarding pupils also have the opportunity to discuss concerns with an independent listener, as detailed in the boarding handbook for pupils and parents. Irrespective of who a child or young person turns to, confidentiality cannot be promised and children and young people should feel able to raise their concerns with an appropriate adult.

F. Managing allegations against staff

We are aware of the possibility of allegations being made against members of staff (including supply staff and volunteers) that are working with or may come into contact with children and young people whilst in our school. Such allegations are usually that some kind of abuse has taken place. They can be made by children and young people or other concerned adults.

Truro School has a duty of care to their employees (including supply staff and volunteers). The school ensures it provides effective support for anyone facing an allegation and provides them with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in our school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation.

The following procedure should be followed where it is alleged that anyone working at the school, including supply teachers and volunteers, has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

If an allegation is made against a member of staff or volunteer, the member of staff (including supply staff and volunteers) receiving the allegation should follow these procedures:

1. At Truro School, the adult receiving the allegation will immediately inform the Head or the DSL. If neither the Head nor DSL are present, inform the Deputy DSL. At the Prep School, the adult receiving the allegation will immediately inform the Head or the DSL. If neither the Head or DSL are present, the Head of Truro School must immediately be informed; For both schools, if an allegation is reported to the DSL or other member of the SLT, they will inform the Head or Head of Prep immediately.
2. The Head, DSL or senior teacher on all such occasions will follow the procedures in the South West Child Protection Procedures, (<https://www.proceduresonline.com/swcpp/>), and will inform the Local Authority Designated Officer (LADO) - 01872 326536 - within one working day. In cases of serious harm, the police should be informed from the outset, via 999. This includes when a crime is suspected of having been committed.
3. If the allegation concerns the DSL at either the Senior or Prep School, the adult receiving the allegation should contact the Head of the Senior School or Head of Prep School as appropriate.
4. If the allegation made concerns the Head of the Prep School, the adult receiving the allegation will immediately inform the Head of Truro School who will consult the LADO as above, without notifying the Head of the Prep School first.
5. If the allegation made concerns the Head of Truro School, the adult receiving the allegation will immediately inform the Designated Safeguarding Governor, Dr Jennifer Williams, who will consult the LADO as above, without notifying the Headmaster first. Dr Jennifer Williams can

be contacted on 07739 013364; The Safeguarding Governor will inform the Chair of Governors.

Whosoever contacts the LADO (at 2, 3, 4 or 5 above) will discuss the nature of the allegations in order for appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

The LADO is there to provide advice when a member of staff or volunteer is alleged to have been involved in a child protection or safeguarding matter, and to coordinate an investigation, if initiated, of a member of staff (including supply staff and volunteers) subject to an allegation that proceeds to a formal investigation. They will also advise when an investigation is not required but appropriate measures are put into place as a consequence of the concern being raised.

In all instances, where there is a concern to the immediate welfare of a child or young person or if a crime has been suspected to have, or has, occurred, the police should be informed via 999.

The Head or Head of Prep will also:

- 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. If a member of boarding staff is under investigation and is suspended during this investigation, the school will provide alternative accommodation for the member of staff during the investigation, pending the outcome. Full details of the undertaking of an investigation can be found in the Disciplinary Policy.
- act on any decision made in any strategy meeting;
- ensure a report is made to Ofsted within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere.

In the event of a member of staff being disciplined or dismissed as a result of the allegations being founded, the Head or Head of Prep will:

- advise the Disclosure and Barring Service (DBS) where a member of staff has been disciplined or dismissed, or would have been had they not resigned prior to dismissal;
- undertake to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose service is no longer used and the DBS referral criteria met;
- make a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a referral to the DBS. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral. A prohibition order may be appropriate if any of the following have occurred:
 - a. 'unacceptable professional conduct'
 - b. 'conduct that may bring the profession into disrepute'
 - c. a 'conviction, at any time, for a relevant offence'.

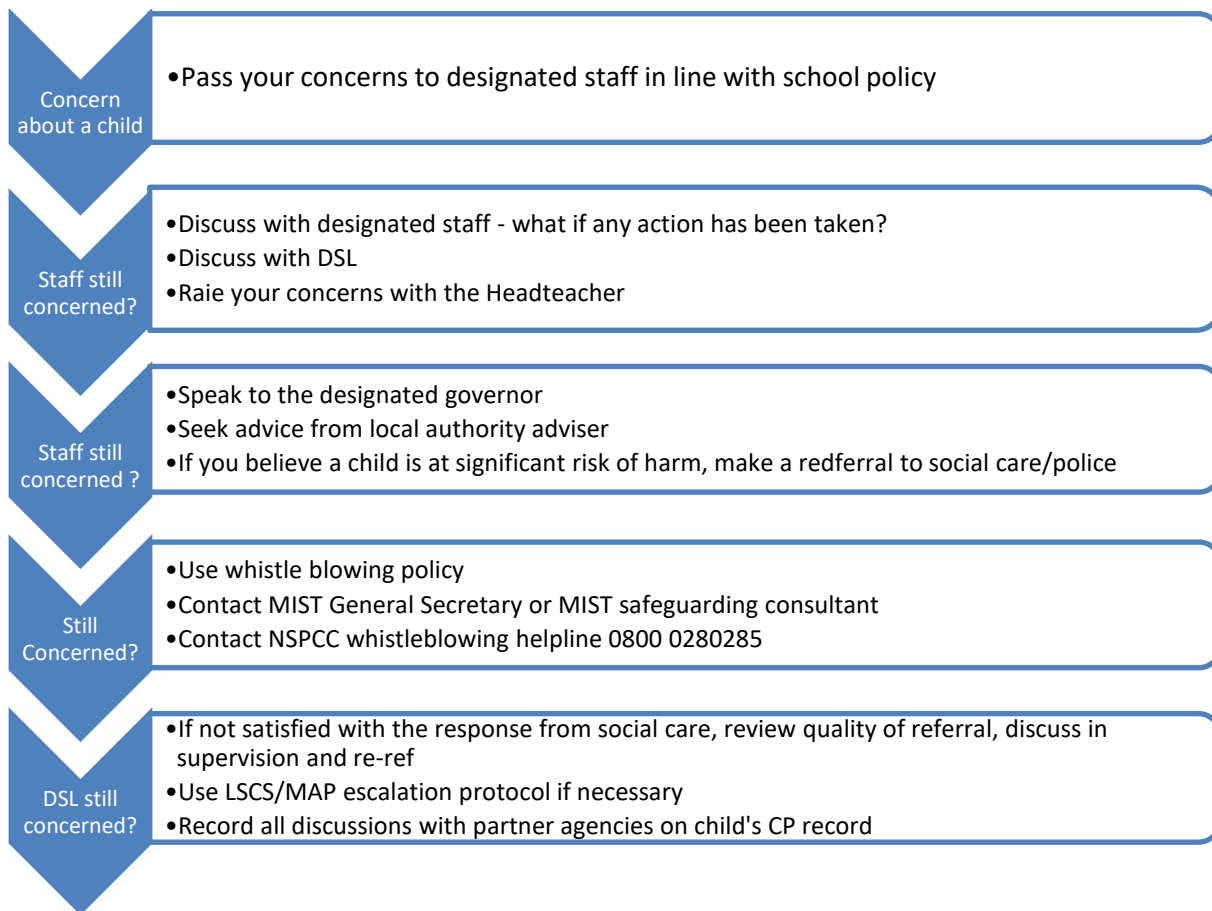
G. Whistleblowing

Staff should be familiar with our Whistleblowing Policy and of how it can be implemented. Staff should feel free to raise concerns about safeguarding procedures in the school, and they have a duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable from a safeguarding perspective.

Initial concerns should be raised with the Head or Head at either school. If, having raised a safeguarding concern with the Headmaster or Head of Prep, a member of staff feels that the concern has not been satisfactorily dealt with, the member of staff has the right to raise it in confidence with the Governing Body, via Dr Jennifer Williams, details above.

The Methodist Independent Schools Trust has can be contacted if you feel your concerns need to be escalated further.

Escalation Procedures



Staff should also be aware of the NSPCC Whistleblowing Helpline which they can use to report concerns.

If, as a consequence of the school's safeguarding procedures being reviewed and improvements are required, the school will work with external agencies in order to ensure that the needs of the children are being met.

The Safeguarding Children Partnership has an escalation policy which sets out the procedure to follow if you are concerned professionals are not acting appropriately following a referral. Their procedures can be found here:

https://www.proceduresonline.com/swcpp/cornwall_scilly/p_escalation.html

H. Supporting staff

Our staff and volunteers will be advised on the boundaries of appropriate behaviour and these matters form part of our staff induction, during which staff and volunteers are issued with the Staff and Volunteer Code of Conduct and are talked through the document. Staff have access to support and guidance when required or requested via the HR Manager, the DSLs, Deputy Head in charge of Staff Welfare at the senior school and the Head of Prep. We recognise that staff working in the school who have become involved in the case of a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.

We support such staff by providing an opportunity to discuss their anxieties with the DSL, or another teacher and/or a trade union representative as appropriate. Our designated officers have access to support and appropriate workshops, courses or meetings as organised or recommended by the Cornwall and Isles of Scilly Safeguarding Children Board (CloSSCB), Safeguarding Standards Unit (SSU) or Local Authority (LA).

I. The Use of images of children at Truro Prep and Truro School

The use of images of children is set out in our school's Use of Images policy, a copy of which is on our school website. <https://www.truroschoo.com/truro-senior-school/senior-school-policies/>. All staff follow this guidance. At the Prep School (including EYFS) staff are not permitted, under any circumstances, to use mobile phones (with in-built cameras) to take photos or video images in school (or on trips) without the express permission of the Head of Prep. Where staff want to take photographs or capture video images either in school or whilst on trips, they should use one of the school cameras or tablets, whose content can be downloaded after the event into the school network photo archive as soon as is possible. These devices are available in the school office or in the Pre-Prep. Staff may only make use of their own devices in exceptional circumstances and with permission from the Head and, in this case, the picture files should be downloaded to the school archive as soon as possible after the event and deleted from their own personal devices and Cloud.

J. The use of physical restraint

Our Positive Handling Policy on physical restraint is compliant with the LA's 'Physical Restraint in Schools' guidance along with guidance from the Department for Education.

All staff are made aware of the content of this policy.

A copy of the policy is displayed on our school website and can be found here

<https://www.truroschoo.com/truro-senior-school/senior-school-policies/>

K. Prevention of abuse

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Our school will support all pupils by:

- Understanding the welfare of children is everyone's responsibility. Establishing and maintaining an ethos, understood by all staff and volunteers, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Promoting a caring, safe and positive environment within the school and ensuring that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty.

- Providing across the curriculum, including within PSHEE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. These include age-appropriate online safety training, awareness of and resilience towards the risks of radicalisation and awareness of child sexual exploitation.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Taking seriously their responsibility to promote and nurture the mental health and well-being of all its pupils and staff. This is reflected in School policies and procedures for pastoral care and the School's PSHEE programme.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Ensuring that a named teacher is designated for Children in Care, (CIC) and that a list of CIC is regularly reviewed and updated.
- Providing continuing support to a pupil who leaves the school and about whom there have been child protection concerns, by ensuring that such concerns and school records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency.
- Recognising that children come from a variety of different cultural backgrounds, the school has developed policies to ensure that we embrace diversity in religion and faith, race, ethnicity, gender and sexual orientation.
- Staff will be provided with specific guidance on what to do if they are worried about Child Sexual Exploitation, Female Genital Mutilation, a child missing from education and Preventing Radicalisation. Please see Appendix 2.
- We will include our Child Protection and Safeguarding Policy on our school website and we will ensure all staff have access to a digital copy. Volunteers also receive a copy of the policy. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

L. Extra-familial harms

'Working together to safeguarding children' and KCSIE 2020 introduces extra-familial harms to describe the risks that children and young people face from their peers or in the wider community, including

- Online safety
- Sexual exploitation
- Criminal exploitation
- Radicalisation
- Trafficking

Extra-familial harms consider the 'big picture' for each child and responds to their experiences of harm outside the home. This could include in school, neighbourhood, peer group and beyond.

M. School policies on related safeguarding issues

Where appropriate, staff should be familiar with the following policies and how they link to the Child Protection & Safeguarding Policy:

- Anti-Bullying Policy
- Anti-Racism Policy
- Behaviour Policy: Rewards and Sanctions
- Disciplinary Policy
- Drugs and Substance Misuse Policy

- First Aid Policy (for Prep: See Policy for the Care of Sick Children and the Administration of Medicines)
 - Health and Safety Policy
 - Learning Support and EAL Policy
 - Missing Pupils Policy and Procedures
 - Positive Handling Policy
 - Preventing Extremism and Radicalisation Policy
 - Pupil Attendance Policy
 - Recruitment and Selection Policy
 - School Network and Internet Acceptable Use Policy – Student Agreement
 - School Network Acceptable Use Policy – Staff Guidelines
 - Social Media Policy
 - Staff and Volunteers Code of Conduct
 - Trips Policy
 - Whistleblowing Policy
-

Appendix 1: Categories and definitions of abuse

Staff and volunteers working for Truro School should, in particular, be alert to the potential need for early help for a child who:

- 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 problems and domestic violence;
- has returned home to their family from care;
- is a member of the LGBT community;
- is a boarder;
- and/or is showing early signs of abuse and/or neglect.

Staff and volunteers should be aware of the four types of abuse, including their signs and symptoms, which indicate a child or young person is at risk. Staff and volunteers should also be alert to indicators that children and young people may be in need, but not presently at risk, and discuss these with the DSL at the senior or Prep School accordingly.

Physical Abuse

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

Signs of physical abuse may include visible or hidden bruises, unexplained bruising, bleeding or fractures relative to the physical activities undertaken by the child or young person and an unwillingness to change in front of their peers or reveal usually hidden body parts.

Emotional Abuse

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 and may include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

Signs of emotional abuse may include withdrawal from school or social contexts, overt comments relating to a lack of self-esteem or self-worth, unexpected or inappropriate social interactions between themselves and their peers or older individuals, often of a sexual nature, disengagement and disattachment with material that would normally be seen as inappropriate or concerning, given the age of the child or young person and actions from the child or young person that would be expected of an individual older than them who is taking on greater responsibilities than is appropriate to their age.

Sexual Abuse

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 penetrative (i.e. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 'Upskirting' is a further example of sexual abuse. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and can be happening completely on-line. 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.

Signs of sexual abuse may include withdrawal from school or social contexts, inappropriate comments of a sexual nature that may be beyond or behind expected levels (the Brook Traffic Light indicators is a useful tool https://www.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf), overt sexual behaviour, including comments to peers and superiors and physical symptoms revealed to a medical professional.

Neglect

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. It may occur in pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing (including exclusion from home or abandonment), failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Signs of neglect may include a child or young person arriving at school inappropriately dressed, unwashed or in clothing that has not been cleaned, hungry or eating food that is not of a balanced diet, having to fend for themselves and younger siblings, as well as withdrawal from normal social situations.

Appendix 2: Advice on specific safeguarding matters

A child missing from education

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

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Child Criminal Exploitation (CCE)

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

(c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

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

The DfE provide: Child sexual exploitation: guide for practitioners

CSE does not always involve physical contact: it can also occur through the use of technology.

Staff who are concerned that a child or young person is being exploited should discuss the matter with the DSL or Deputy DSL. The DSL or their Deputy may then decide to interview the child or young person, gather any evidence and involve the parents of the child or young person. Where appropriate, MARU and the police will be contacted.

County lines

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

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

county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

Domestic abuse

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

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. At Truro School, the DSLs are the named people for receiving notifications from the police via Operation Encompass. Information may be shared with key members of staff in order to support any victims of DA/DV.

Female Genital Mutilation (FGM)

FGM comprises all procedures that involve the partial or total removal of the external female genitalia, or other injury to the female genital organs. Staff should be aware of pupils likely to be at risk of FGM, especially for those pupils in the lead up to school holidays, or who return to school late following a school holiday.

FGM is illegal in the UK and, from 31 October 2015, teachers⁴, along with social workers and healthcare professionals, have a specific legal duty to personally report to the police concerns that FGM has been carried out on a girl under the age of 18, usually through disclosure by the victim. If a member of staff or volunteer is concerned about the possibility of FGM, or receive a disclosure concerning FGM, they have a mandatory duty to report it via MARU⁵, tel: 0300 123 1116. In an emergency, staff and volunteers should report it to the Police via 999. Staff and volunteers should also discuss these concerns with the DSL or their Deputy, who will contact MARU if contact has not yet been made. Advice can be sought from the Cornwall Rape and Sexual Abuse Centre, tel: 01872 262100, email: help@crasac.co.uk, web: www.crasaccornwall.co.uk.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of Truro School's safeguarding approach.

⁴ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, 'teacher' means, in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in English).

⁵ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. The school monitors and filters internet use, in conjunction with the South West Grid for Learning (SWGfL), and if a child or young person has accessed or viewed extremist content, the DSL or Deputy DSL should be informed. They will report the website through www.direct.gov.uk/reportingonlineterrorism as well as informing the police, either 101 in a non-emergency or 999 in an emergency. Advice will be sought via the DfE dedicated telephone helpline (020 7340 7264) or email (counter-extremism@education.gsi.gov.uk).

If staff and volunteers have concerns that a child or young person may be at risk of viewing extremist or terrorist material, or of becoming radicalised, they should raise these concerns with the DSL or Deputy DSL. A risk assessment will be undertaken and, if appropriate, help will be provided for the child or young person through the government's Channel programme.

Sexting (also known as youth produced sexual imagery)

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their online safety education. The School takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast, any incidence with aggravating factors, for example a young person sharing someone else's imagery without consent and with malicious intent, may be referred to the police and/or children's social care.

So-called Honour-Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse and should be handled and escalated as such. If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. Local safeguarding procedures will be activated, using existing national and local protocols for multiagency liaison with police and children's social care.

Appendix 3: Safeguarding guidance and contacts

- Information Sharing: advice for practitioners providing safeguarding services, DfE, March 2015
- Keeping Children Safe in Education, DfE, September 2020
- Revised Prevent Duty Guidance for England and Wales, DfE, March 2015
- What To Do If You Are Worried A Child Is Being Abused, DfE, March 2015
- Working Together to Safeguard Children, DfE, March 2015; July 2018
- Children Missing Education, DfE, September 2016
- The South West Safeguarding and Child Protection Procedures, <https://www.proceduresonline.com/swcpp/>
- Child Exploitation and Online Protection Centre, <http://www.ceop.police.uk/>, <http://www.thinkuknow.co.uk/>
- National Crime Agency - Modern slavery and human-trafficking
- NSPCC Whistleblowing Advice Line Call [0800 028 0285](tel:08000280285) Email help@nspcc.org.uk
- Sexting in schools and colleges UKCCIS
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges, DfE May 2018
- fmf@fco.gov.uk (Forced Marriage Unit) 020 7008 0151
- MIST Safeguarding Policy <https://www.methodistschools.org.uk/downloads/mist---policies-/mist-safeguarding-policy--autumn-2018---website.pdf>
- Mist Whistleblowing Policy <https://www.methodistschools.org.uk/downloads/policies-on-website-/mist-whistleblowing-policy-updated.pdf>

Appendix 4: Links to contacts for our Local Safeguarding Partnership

Anyone is able to make a referral to Cornwall County Multi- Agency referral Unit on 0300 1231 116.

For urgent referrals after 17:15 or at the weekend call the Out of Hours Service on 01208 251 300.

Alternatively, the Police could be contacted on 999.

Referral forms to report to MARU can be found here

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

Here you will find referral forms for

- Cornwall Council Inter Agency Referral Form (MARU)
- Concern Regarding a Person or Location Form
- Council of the Isles of Scilly Inter Agency Referral Form
- LADO Professional Allegations Referral Form