



TRURO
SCHOOL

PREP AND SENIOR SCHOOL

Child Protection and Safeguarding Policy

A copy of this policy is published in the following areas: The school's website and staff shared area

Reviewed: September 2025

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Created by: Deputy Head (Pastoral)

Reviewed by: Deputy Head (Pastoral), Deputy Prep Head (Pastoral) and Safeguarding Governor

Child Protection & Safeguarding Policy

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

The School's website

Reviewed by: DSL Prep and DSL Senior

Reviewed: August 2025 Date for next review:

August 2026 (or earlier if there are updates from

KCSIE)

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Key contacts

The Designated Safeguarding Leads for Truro School are as follows.

For the **Senior School**, the Designated Safeguarding Lead (DSL) is Miss Emma Mitchell (Deputy Head Pastoral), who can be contacted on **01872 246021** or **07730525251** or by email: ELM@truroschoo.com

The Senior School also has three Deputy Designated Safeguarding Leads (DDSLs). They are as follows:

Mr Tom Copeland (Head of Year), who can be contacted on **07720 092134** or **01872 246055** or by email: THC@truroschoo.com.

Mrs Zoe Jobling (Deputy Head, Co Curriculum and Partnerships), who can be contacted on **01872 266088** or **07730525259** or by email: ZJ@truroschoo.com

Mr David McKeown (Head of Boarding), who can be contacted on **07730 525260** or **01872 246033** or by email: DMM@truroschoo.com.

For the **Prep School**, the Designated Safeguarding Lead is Mr Will Silk, Assistant Head (Pastoral), who can be contacted on **01872 272616** or **07905093068** or by email: WES@truroschoo.com.

The Prep School also has three Deputy Designated Safeguarding Leads, they are as follows:

Mr Rob Morse (Head of Truro School Prep), who can be contacted on **01872 243121** or **07730 525247** or by email: RMO@truroschoo.com.

Mr James Frewer (Deputy Head of Truro School Prep) who can be contacted on **01872 243126** or **07730 525269** or by email: JAF@truroschoo.com.

Mrs Lizzie Waddling-Height (Prep SENDCo) who can be contacted on 01872246041 or by email: EWH@truroschoo.com.

For the **Early Years Foundation Stage**, the Designated Safeguarding Lead is Kate Williams, (EYFS Coordinator) who can be contacted on **01872 272616** or **07786 226725** or by email: KEW@truroschoo.com.

The **Safeguarding Governor** is Mr Richard Raistrick who can be contacted on 07814 096772 or by email: RRaistrick@truroschoo.com.

The MIST Trustee with responsibility for safeguarding is Lady Fiona Mynors: fmynors.trustee@methodistschools.org.uk .

Everyone has responsibility to ensure the safety of children.

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

For urgent referrals after 1715 or at the weekend, call the out of hours service on 01208 251 300.

The Local Authority Designated Officer for Cornwall

01872 326536

lado@cornwall.gov.uk

Devon and Cornwall Police Prevent Referrals

[Refer someone to the Prevent Team | Devon & Cornwall Police \(devon-cornwall.police.uk\)](https://www.devon-cornwall.police.uk/prevent)

Steve.Rowell@cornwall.gov.uk Tel: 01392 226514

National / regional contacts

Childline	0800 1111
NSPCC	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285
NSPCC Victims of Sexual harassment and abuse helpline	0800 136 663
NSPCC Female Genital Mutilation (FGM) helpline	0800 028 3550
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Child exploitation Online Prevent (CEOP)	0870 000 3344
The Disclosure and Barring Service	0300 200 190
National Police Prevent Advice Line	0800 011 3764
Ofsted Whistleblower Hotline	0800 011 3764
The Children's Commissioner	0800 528 0731
Young Minds	0808 802 5544
Cornwall Child and Adolescent Mental Health Service (CAMHS)	01209 881 600

Introduction

1. 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.
2. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - a. providing help and support to meet the needs of children as soon as problems emerge;
 - b. protecting children from maltreatment, whether that is within or outside the home, including online;
 - c. preventing the impairment of children's mental and physical health or development;
 - d. ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
 - e. taking action to enable all children to have the best outcomes.
3. The policy aims to ensure that:
 - All our pupils are safe and protected from harm, including child on child abuse;
 - 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.
4. This policy is drafted in accordance with all relevant legislation and the following statutory / non-statutory guidance:
 - Keeping Children Safe in Education, September 2025 (KCSIE);
 - Working Together to Safeguard Children 2023 (WTSC);
 - Prevent Duty Guidance for England and Wales March 2023
 - Working together to improve school attendance (DfE August 2024)
 - Disqualification Under the Childcare Act (updated August 2018);
 - Education (Independent School Standards) Regulations 2014;
 - Information sharing: advice for practitioners (DfE July 2018)
 - What to do if you are worried a child is being abused – advice for practitioners March 2015;
 - The Equality Act 2010, the Children Act 1989, the Education Act 2002 and the Children Act 2004;
 - The National Minimum Standards for Boarding Schools (September 2022);
 - Methodist Independent School Trust Safeguarding and Child Protection Policy;
 - The Statutory Framework for the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements (2023)

5. The Governing Body of Truro School takes seriously its responsibility under the Education (Independent School Standards) Regulations 2014 to safeguard 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.
6. Truro School is committed to safeguarding and promoting the welfare and wellbeing of young people and staff. We believe that everyone, without exception, has a right to be safe and treated with dignity and respect, regardless of background and live a life free from discrimination. The School recognises that children and young people learn best when they are healthy, safe and secure.
7. We follow the procedures of, and are committed to working with, our local safeguarding partnership, the Cornwall and Isles of Scilly Safeguarding Partnership, including local protocols for assessment and the Safeguarding Children threshold document. Contact details are contained in Appendix 1. Their multi-agency safeguarding arrangements can be seen here. We contribute to multi-agency working in line with the statutory guidance Working Together to Safeguard Children. The School is aware of the guidance from the Charity Commission on charity and trustee duties to safeguard children.
8. 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. The school will support with children's social care assessments as part of the referral process by providing as much information as possible where children are being harmed in contexts outside the home. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
9. For the purpose of this policy, 'child' shall refer to those under the age of 18. This policy covers all pupils in both the Senior School and the Preparatory School (ages 3-18 years).
10. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action will be taken in accordance with this policy.
11. This policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Cornwall Council Safeguarding Children Partnership guidance.

Roles and responsibilities

All staff (including governors, volunteers and supply staff)

12. Safeguarding and child protection is everyone's responsibility. All staff (including governors, supply staff, contractors and volunteers) are under a general statutory duty to:
 - contribute to providing a safe environment in which children can learn;
 - consider at all times the best interests of the pupil and take action to enable all pupils to have the best outcomes;
 - attend appropriate safeguarding and child protection training (3 yearly, basic safeguarding refresher), as directed by the DSL / HR, and as and when additional updates are required;
 - be aware of indicators of the different forms of abuse, exploitation and neglect and of emergent mental health problems;
 - assist children in need and to protect children from abuse, exploitation, neglect,

radicalisation and extremism;

- be familiar with the School's policies pertaining to safeguarding and child protection procedures and follow them;
- know how to access and implement the procedures, independently if necessary;
- keep a sufficient record of any significant complaint, conversation or event;
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy; and
- support social services and any other agencies following any referral.

The Designated Safeguarding Leads

13. The School has appointed a Designated Safeguarding Lead (DSL) for the Senior School (Miss Emma Mitchell Deputy Head Pastoral) and Prep School (Mr Will Silk, Assistant Head Pastoral) respectively. Each is respectively a member of the Senior School Leadership Team and Prep School Leadership Teams.
14. The DSL in the Senior School and Prep Schools take lead responsibility for safeguarding (including on-line safety) and child protection, and are the first point of contact for parents, pupils, staff and others if they have any concerns about safeguarding or child protection.
15. The School also has a team of Deputy DSLs (see page 2), ensuring that there is an appropriately trained and designated person in the School at all times. The detailed responsibilities of the DSL and Deputy DSLs can be found in Annex C (KCSIE, 2025) and Appendix 8 of this policy but can be summarised as follows:
 - **Managing Referrals:** the DSL will manage the referral of cases of suspected abuse, exploitation, neglect, radicalisation or any other relevant issue to the Local Authority Social Care Service, Channel programme, DBS and/or Police as appropriate.
 - **Working with others:** the DSL will be the principal point of contact for all staff and when coordinating different departments and functions within and outside the School in the management of a case. They will promote supportive relationships with parents and carers to safeguard pupils' welfare, help to identify the causes and consequences of issues that children are experiencing and to support staff to make appropriate adjustments in the provision of educational programmes.
 - **Information sharing and managing the child protection file:** the DSL is responsible for keeping child-protection files up to date with accurate and complete records of any actions or decisions (and the rationale for any decisions made) taken and ensuring these confidential records are securely stored and, where appropriate, transferred to a new school promptly, using MyConcern as appropriate.
 - **Raising Awareness:** the DSL is responsible for reviewing and updating the School safeguarding policy at least annually, for ensuring that all staff members have had appropriate training regarding its implementation, and for ensuring that parents can access the policy and know that the School may make referrals where abuse, exploitation or neglect is suspected.
 - **Training, knowledge and skills:** the DSL will receive the appropriate level of training, together with regular updates, to ensure they are able to understand the unique risks associated with online safety, to be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at School or at home and to diagnose and respond to the specific needs of vulnerable children and work effectively with agencies such as the LADO, the Police and the Channel agency.

- **Providing support to staff:** the DSL should receive sufficient support and training so that they can support staff and help them feel confident on welfare, safeguarding and child-protection matters, including referrals and taking into account safeguarding, welfare and SEN in the provision of academic and pastoral support.
- **Understanding the views of children:** the DSL should, through training, develop the knowledge and skills needed to encourage a culture of listening to young people and taking account of their wishes and feelings among all staff. They should promote an understanding of the difficulties that pupils may have in approaching staff about their circumstances and help staff consider how to build trusted relationships which facilitate communication.

Governing Body

16. MIST, as the proprietor, has a statutory 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.
17. The Governing Body has appointed Designated Safeguarding Leads (DSLs) 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 Deputy Designated Safeguarding Leads (DDSLs). The DSLs and Deputy DSLs have undertaken multi-agency child protection training which is refreshed every two years (as set out in Annex C of Keeping Children Safe in Education). DSLs also attend annual training and briefings delivered by MIST.
18. Our Governing Body recognises that for this policy to be effective, it is essential that staff and volunteers understand 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.
19. Truro School and Truro School 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 Safeguarding Assurance Returns made to Cornwall and Isles of Scilly Safeguarding Partnership will enable the work of the DSL in each school to be reviewed on a regular basis. In addition, MIST regularly completes a safeguarding audit of its schools.
20. All members of our Governing Body are given and are required to read Keeping Children Safe in Education part 2 published by the DfE which sets out their strategic responsibilities for safeguarding. 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 3, 4 and 5 and annex C. 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 also receive 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. All governors should understand their responsibilities under the Human Rights Act 1998 & Equality Act 2010.

21. Governors should have training to understand their responsibilities with regard to online safety to ensure our school has appropriate filters and monitoring systems in place and they should regularly review the effectiveness of these systems.
22. 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. The Governor with responsibility for safeguarding is Mr Richard Raistrick (see page 2 for contact details) and will ensure safeguarding is a key consideration across all governance matters.
23. The Governing Body is responsible for making a serious incident notification to the Charity Commission where required and having taken advice from the MIST CEO.

Parents and visitors

24. 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 on the school website.
25. All visitors to either site of 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.

Safer recruitment

26. Our schools operate safer recruitment procedures following the guidance in KCSIE part 3, 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.
27. At least one member of staff sitting on an interview panel will have undertaken training in safer recruitment. Our safer recruitment process is set out in our Recruitment and Selection Policy which is reviewed annually.
28. An enhanced criminal record certificate with children's barred list check is sought for all positions in Regulated Activity as currently defined by the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012). The Disclosure and Barring Service provides clear guidelines relating to posts that are exempt from the Rehabilitation of Offenders Act 1974 and are therefore eligible for an Enhanced Disclosure.
29. Should we dismiss or remove a member of staff or other person from regulated activity because they have harmed a child, or pose a risk of harm to a child or we have a reasonable belief that we would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) and in the case of teaching staff, consider making a referral to the TRA.
30. 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 is to be done at the earliest opportunity, and at the latest within 14 days.

Filtering and monitoring

31. The school's broadband provider is the TalkTalk services and both the school and Smoothwall 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 and Acceptable Use Policy (Pupils). The DSLs in the Senior and Prep Schools have lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place and review these frequently. This includes striking a balance between blocking harmful and inappropriate content without unreasonably impacting teaching and learning. It also includes continual monitoring of generative AI, its capabilities and potential for online disinformation as set out in the revised Keeping Children Safe in Education 2025 guidance.
32. Safeguarding training and updates for staff on filtering and monitoring ensure that all staff are aware of how our filtering and monitoring systems work, to enable staff to periodically re-iterate to pupils the importance of compliance with our Online Safety Policy and Acceptable Use Policy (Pupils). All staff are made aware of the limitations of these systems and of their individual responsibility to supervise pupils when using technology.

Mental health

33. Schools 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.
34. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Educational 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.
35. Where children have suffered abuse, exploitation and neglect, or other potentially traumatic adverse childhood experiences (including the impacts of the covid pandemic), 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.
36. If staff have a concern about a child's mental health that is also a safeguarding concern, immediate action should be taken, speaking to the designated safeguarding lead or a deputy and record on MyConcern. Staff may also speak to the Wellbeing Lead, School Counsellor or Chaplain regarding mental Health Issues. All the Pastoral Team have received Mental Health First Aid awareness training.

Visiting speakers

37. Any pupil or member of staff who wishes to invite a speaker to address pupils must provide details of the individual to the relevant DSL (in accordance with the 'Visiting Speaker Protocol'), so that a vetting procedure can be undertaken. The event organiser will undertake a search via the internet to research the background of the individual and consider taking up references from other schools at which they have spoken at in the past. If the event organiser is a pupil, the member of staff in charge of that activity will undertake the search. The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed.
38. It is not necessary to undertake a DBS check on every speaker. In cases where specific

vetting checks are not prescribed by KCSIE, the visiting speaker will be accompanied at all times by a member of staff to ensure there is no unsupervised access to pupils. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the School's SCR.

Use of external providers for activities

39. When services are delivered by a third party, education or otherwise, on the school site our lettings and external visiting speakers' policies will seek to ensure the suitability of adults working with, and in the presence of, children at any time.
40. 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.
41. 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.

Support through the curriculum

42. The School 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.

Alternative Provisions

43. Where a pupil is on dual roll, the school must maintain responsibility for safeguarding those pupils. The school will obtain written information from the provider that safeguarding checks on staff have been carried out and confirmation that the provider will inform the school of any arrangements that might put the child at risk. The school will regularly review the alternative provision arrangements, at least every half term and in response to a safeguarding concern.

Children absent or missing from education

44. A child going missing from education is a potential indicator of abuse, exploitation or neglect and could be for reasons such as sexual exploitation, travelling to conflict zones, forced marriages and female genital mutilation (FGM). Unexplainable and/or persistent absences from education can be a sign a child is at risk. If a child is away from school for a continuous period of 10 days or more without explanation, 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. Staff must give consideration to patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if their absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care services and/or a police welfare check requested. Further details can be found in the school's Pupil Attendance Policy which is on the school's website.

Children with Special Educational Needs and Disabilities

45. 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, exploitation 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.

Information sharing

46. Information sharing is vital in identifying and tackling all forms of abuse, exploitation and neglect. As part of meeting a child's needs, we recognise the importance of information sharing between practitioners and local agencies. We understand the need to share, hold and use information to help tackle abuse, exploitation and neglect and promote children's welfare.
47. Appropriate information will be shared with the LSCP and statutory agencies in line with Working Together to Safeguard Children and the School's data protection policy (following the Data Protection Act 2018 and the GDPR).
48. The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations or to safeguard a child in need of services or early help.

Staff training

49. Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse and neglect are concerned and that there should be a zero-tolerance approach to all forms of abuse.
50. All 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 Section 6 - Basic Safeguarding training at induction and staff update their training at least every 3 years. Staff in EYFS are required to update their safeguarding training every 2 years focusing on the criteria outlined in Annex C of the EYFS statutory framework. Staff will receive training in on-line safety (including filtering & monitoring), child-on-child abuse and Prevent. Records of training are maintained by the HR Director and Prep School Administrator.
51. Induction training for all new members of staff, including temporary employees or volunteers, includes formal child protection training which covers:
 - This safeguarding policy and related policies on Anti-Bullying and Cyber-bullying, Online Safety, Child-on-child abuse, Sexual Harassment, Mental Health and Prevent*;
 - Part 1 and Annex B of KCSIE*;
 - the role, identity and contact details of the DSL and Deputy DSLs;
 - policies on acceptable use of IT and online safety (including when they are online at home)*;
 - the relevant pupil behaviour policy*;

- the staff Code of Conduct*;
- the School's policies on Whistleblowing* and Low Level Concerns*;
- an overview of Cornwall and Isles of Scilly Safeguarding Partnership procedures and contact details;
- MyConcern entry (if applicable) and record keeping.

* Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to sign a declaration confirming they have read and understood them. A proportional, risk-based approach will be taken to determine the level of information provided to temporary staff and volunteers.

What to look out for and when to be concerned

52. All staff should be aware of the types and signs of abuse and neglect so that they are able to identify pupils who may be in need of help or protection. If staff are unsure, they should always speak to the DSL.
53. Child abuse is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. 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.
54. Staff should be aware of the four main categories of child abuse which are commonly identified, as below.
55. **Physical abuse:** a form of abuse which 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.
56. **Emotional abuse:** the persistent emotional maltreatment of a child such as causing 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.
57. Emotional abuse 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 participating in normal social interaction.
58. Emotional abuse may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
59. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily 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.

60. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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 or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment or provide a suitable education. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

61. Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

Children potentially at greater risk of harm

62. 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
- young carers
- children missing education, persistently absent from school or not in receipt of full time education
- children that are viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- those showing signs of being drawn into anti-social or criminal behaviour
- those who have experienced multiple suspensions or are at risk of being permanently excluded
- has a parent or carer in custody or is affected by parental offending
- those involved in using drugs or alcohol
- LGBTQ+ children¹

63. These are explored more fully in Annex 8 and further information is contained in Part 1 and Annex B of KCSIE.

¹ While being LGBTQ+ is not a risk factor for harm in itself, children who are LGBTQ+ (or are perceived to be) may be more vulnerable to child on child abuse. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

Signs of abuse

64. All staff need to be aware that pupils may be reticent about reporting abuse generally, and particularly so about child-on-child abuse, and therefore need to be vigilant for potential indicators that abuse may be taking place and inform the DSL team of any concerns they might have.
65. Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):
- the pupil discloses that he or she has been abused, or asks a question which gives rise to that inference;
 - a pupil's injury cannot be reasonably or consistently explained, or is unusual in type or location;
 - a pattern or frequency of injuries is emerging;
 - the pupil engages in extreme or challenging behaviour or there is a sudden change in the pupil's behaviour;
 - the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss reasons;
 - the pupil appears neglected (e.g. dirty, hungry, inadequately clothed);
 - the pupil appears reluctant to return home or has been openly rejected by parents or guardians;
 - the pupil's development is delayed in terms of emotional progress;
 - the pupil withdraws emotionally – showing a lack of trust in adults;
 - the pupil shies away from being touched or flinches at sudden movements;
 - the pupil loses or gains weight
66. Other sources of information on the signs of abuse include: the DfE advice note [What to do if you're worried a child is being abused](#) (2015); and the [NSPCC](#) website.
67. All staff should be aware that even if incidents are not being reported, it does not mean that they are not happening and it could just mean that signs are not being recognised or that pupils are not reporting them. All staff should report any concerns – however small – to the DSL by making a record on MyConcern.

Procedure to be followed when there is a concern about a pupil's welfare

68. If a member of staff has concerns about a pupil's welfare (including any mental health concerns), **they must inform a member of the DSL team as soon as possible**, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section *Allegations against members of staff (including supply staff), contractors and volunteers* below should be followed. Staff should not assume that somebody else will act and share information that might be critical in keeping a pupil safe.
69. All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing on MyConcern. If in doubt about recording requirements, staff should discuss with the DSL.

70. If a teacher or member of the Medical Centre team discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the individual **must** report this to the police. Unless the individual has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Part 1 of KCSIE and '[Guidance for Schools](#)' information).
71. The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.
72. Parents can report to the DSL on the welfare of any pupil in the School, whether their own child or not. If preferred, parents may discuss concerns in private with the pupil's teacher or other member of staff, who will notify the DSL.
73. Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.
74. Staff and volunteers who have any concerns that a child is suffering, or is likely to suffer from harm should act on them immediately. They should initially direct their concerns to the Designated Safeguarding Lead, which is Miss Emma Mitchell (Deputy Head Pastoral) at the Senior School, or Mr Will Silk (Assistant Head Pastoral) at the Prep School.
75. 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. The Safeguarding Team will use CloS [Threshold tool](#) to help assess the level of need.

Listening and responding to a disclosure

76. **If a child tells us about possible abuse or something which is worrying them**, staff and volunteers will:
 - stay calm and listen carefully;
 - reassure the child that they have done the right thing in telling you;
 - not investigate or ask leading questions*;
 - let the child know that you 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, in the words the pupil has used, using MyConcern. If in doubt about recording requirements, staff should discuss this with the DSL.
77. *While it is important to avoid leading questions where possible, staff should be aware that it is acceptable to ask a child directly whether they are being harmed or are at risk of harm.
78. All staff should know what to do if a child tells them they are being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
79. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they

are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

80. All safeguarding and pastoral concerns are recorded on MyConcern. 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 DSL Team. Further information can be found in the Trusted User Guide for MyConcern which can be found on the school intranet.
81. 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.
82. 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.

Confidentiality and information sharing

83. 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.
84. 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).

Opportunities for pupils to be listened to

85. 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 SSLT 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.

Informing parents

86. Parents will usually be informed of any action to be taken under this safeguarding policy. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer, children's social services, the police and/or the Head before discussing details with parents.
87. For Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public. Where the concern or incident meets the threshold for referral to Prevent, consent will not be sought.

88. For the avoidance of doubt, referrals that meet the threshold for s47 / child protection do not require parental consent. Where the school believes a referral under s17 / child in need / early help is in the child's best interests, this will be discussed with parents before the referral is made. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

Referrals to external agencies

89. When a pupil is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made as soon as possible by the DSL to Children's Social Care Services in the local authority in which the pupil lives. The school will discuss with the parent(s) (and pupil, where appropriate) the rationale for referring and will take their views into account. However, the school must also consider our duty to share information to safeguard a child under GDPR UK article 6 (legal obligation and / or public task) and article 9 (substantial public interest obligations). Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should an inter-agency early-help assessment and procedures will be put in place by children's services to arrange this. The School will coordinate with the local agencies involved.
90. If a pupil is in **immediate danger** or is **at risk of harm**, a referral should be made to children's social services and/or the police immediately. Further guidance on when to call the police is provided by the National Police Chief's Council ["When to Call the Police"](#). Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge, unless there is a good reason not to do so
91. If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children's social services again.
92. If the DSL is not sure whether a referral should be made, he/she will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a pupil may be at risk of harm or in immediate danger, a referral to children's social services and/or the police will be made immediately.
93. Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.
94. Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom (See Annex A).

Child-on-child abuse

95. All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.
96. All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'); sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- physical behaviour e.g. deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), displaying pictures, drawings or photos of a sexual nature
- online harassment e.g. non-consensual sharing of images and videos, unwanted sexualised comments and messages, sharing of unwanted explicit content, coercing others into sharing images or performing acts that they are not comfortable with;
- 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;
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos², and;
- initiation/hazing type violence and rituals.

97. Child on child 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. Child on child 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 sharing of nudes/semi-nudes 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. The school will work with local agencies and, in cases of child sexual abuse, will follow the [OSCP guidance on CSA Referral and Assessment](#).

98. All staff should understand that even if there are no reports in the School it does not mean child on child abuse is not happening, it may be the case that it is just not being reported. As such it is important staff use their professional curiosity and immediately raise any concerns regarding child-on-child abuse by speaking to the Designated Safeguarding Lead (or Deputy DSL).

² Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

99. The Government has produced specific advice and guidance on sexual violence and sexual harassment which the school will follow whenever a case is reported. Staff should refer to KCSIE 2025 Part 5 for advice on child-on-child abuse, sexual violence and sexual harassment. The advice includes what sexual violence, sexual harassment and harmful sexual behaviours look like, important context to be aware of, related legal responsibilities for schools and advice on a whole school approach to preventing and responding to abuse. It also includes advice on the need for a detailed risk assessment and consideration on support for the victim, perpetrators and their siblings. The advice also includes a link to [The Lucy Faithfull Foundation's "Shore Space"](#), a confidential chat service to assist young people who are concerned about their own or someone else's sexual thoughts or behaviour. Safeguarding Leads should be proactive in ensuring young people have access to this link and links to other external support

Responding to a disclosure

100. As with all incidents reported to staff, initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them. All concerns should be reported to the DSL and a written report recorded on MyConcern.
101. The Safeguarding Team will follow OSCP guidance on CSA Referral and assessment, liaising with key external agencies.

Guidance for staff

102. Truro School has staff guidance on the intranet called A Procedure for Preventing and Responding to Sexual Violence and Sexual Harassment, which includes key definitions of types of sexual violence and harassment. The Safeguarding Team work with key staff to identify and recognise harmful sexual behaviours. As part of our school ethos, which is highlighted within the PSHEE programme, the school will discuss and challenge child-on-child behaviours in an age-appropriate manner.
103. Guidance on dealing with bullying can be found in our Anti-bullying and Anti-racism Policies.

Managing allegations against staff

104. We are aware of the possibility of allegations being made against members of staff (including supply staff, contractors, lettings 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.
105. 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 SSLT 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.

106. 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 and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
107. 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 the following procedures:
108. At the Senior School, the adult receiving the allegation will immediately inform the Head or the DSL. If neither the Head nor DSL are present, inform the HR Director or Head of Truro School Prep School. 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 TSLT, they will inform the Head or Head of Prep immediately.
109. The Head, DSL or senior teacher on all such occasions will follow the procedures in the South West Child Protection Procedures, <https://swcpp-cornwallscilly.trixonline.co.uk/> 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. Once the LADO has been informed, the Head will inform the MIST CEO without delay.
110. If the allegation concerns the DSL at either the Senior or Prep School, the adult receiving the allegation should contact the Head of Truro School or Head of Prep as appropriate.
111. If the allegation made concerns the Head of Prep, 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 Prep first.
112. If the allegation made concerns the Head of Truro School, the adult receiving the allegation will immediately inform the Designated Safeguarding Governor, Mr Richard Raistrick, who will inform the MIST CEO without delay and then consult the LADO as above, without notifying the Head first. Mr Richard Raistrick can be contacted on 07814 096772; The Safeguarding Governor will inform the Chair of Governors.
113. Whosoever contacts the LADO (at points 99 - 102) 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.
114. 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.

115. 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 following advice from the LADO and being aware of their duty of care to the staff member;
- 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 EYFS children at the premises or elsewhere;
- consider (with the MIST CEO) whether the incident is serious enough to warrant a notification to the Charity Commission.

116. 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 removed from regulated activity and the harm threshold has been met, or would have been removed had they not resigned prior to dismissal;
- undertake to report promptly to the DBS any person in regulated activity (whether employed, contracted, a volunteer or pupil) whose service is no longer used and the DBS referral criteria met;
- make a referral to the Teaching Regulation Agency where someone in teaching work has been dismissed (or would have been dismissed had he/she not resigned) for behaviour that falls below the Teaching Standards. 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:
 - 'unacceptable professional conduct'
 - 'conduct that may bring the profession into disrepute'
 - a 'conviction, at any time, for a relevant offence'
- consider (with the MIST CEO) whether the incident is serious enough to warrant a notification to the Charity Commission;
- make a referral to any other regulatory body where applicable; e.g, the NMC or HCPC in the case of a school nurse or allied health professional.

117. Where the initial discussion leads to no further action, the Head and the LADO should:

- record the decision and justification for it; and
- agree on what information should be put in writing to the individual concerned and by whom.

Concerns that do not meet the harm threshold

118. Truro School is fully committed to providing an open culture where concerns can be raised and addressed in an appropriate way to allow us to safeguard all the children in our community. Line managers help the SLT and Governors to set the standards of behaviour for the staff in their departments. The SSLT and PSLT and Safeguarding Teams are available for all staff to approach to raise any concerns regarding the behaviour of others. Any concerns raised will be discussed with the Head, DSL or HR Director, who will follow school policies, record the concern and offer support, training or advice as needed to support the member of staff and address the concern. Policies such as the Staff and Volunteer Code of Conduct provide references for staff and the key messages are covered during induction.
119. Low level concerns should be reported to and logged by the DSL. All such concerns will be discussed with the Head/ Head of Prep. Further guidance on reporting, recording and managing concerns is set out in our Low Level Concerns Policy.

Supporting staff

120. 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 Director, the DSLs, the SSLT and PSLT, Head of Prep and Head.
121. 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 Partnership (OSCP), Safeguarding Standards Unit (SSU) or Local Authority (LA).

Annex 1 – Whistleblowing

All staff, contractors and volunteers have a duty to report all safeguarding concerns and it is critical that they do so. In particular, they must comply with KCSIE which includes reporting concerns about children, adults working with children and poor or unsafe practice and potential failures in the school's safeguarding procedures.

In the first instance, safeguarding concerns should be raised in line with this policy. However, if an individual is not satisfied with the way in which their concern is being dealt with, it should be escalated via the school's Whistleblowing Policy.

The safety and wellbeing of the children in our school is dependent on the vigilance of all our staff and their prompt communication to the DSL or Head of any safeguarding concerns, no matter how small.

If an individual is not satisfied with the way in which their concern is being dealt with, they should escalate their concern to:

- MIST CEO
- MIST Safeguarding Trustee (fmynors.trustee@methodistschools.org.uk)
- The Trust's independent safeguarding consultant (ceyre@methodistschools.org.uk)

If at any stage an individual is concerned about the way in which their safeguarding concern is being handled, or if they do not feel comfortable raising it internally, they should contact the NSPCC Whistleblowing Helpline on 0800 028 0285 or help@nspcc.org.uk

If a child is in immediate danger or risk of harm a referral should be made to children's social care and /or the police immediately. The DSL will ordinarily make external referrals, but anyone can make a referral directly.

If, as a consequence of a review of the school's safeguarding procedures 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.

Annex 2 – Use of images of children at Truro School – Prep And Senior 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.truroschooll.com/parents/policies/>. All staff on both sites should follow this guidance.

At the Prep School (including EYFS) staff are not permitted, under any circumstances, to use personal 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.

Annex 3 – Use of physical restraint

Corporal punishment is prohibited at Truro School. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises.

Our Use of Reasonable Force 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. The School will comply with the new legal duty to record significant incidents and inform parents of all incidents

A copy of the policy is displayed on our school website and can be found [here](#).

Annex 4 – Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

(KCSIE, 2023)

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.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

Key indicators may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- or signs of assault or unexplained injuries.
- unexplained gifts or new possessions.

There are a range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment, and
- having been involved in offending, such as theft or robbery.

Additional advice for schools and colleges is provided by the Home Office: [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence).

Exploitation

The school recognises that both Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

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 further information below,), 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.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in Annex B of KCSIE.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse and 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.

Further information about CSE including definitions, indicators, and resources to identify and respond to sexual abuse is included in Annex B in KCSIE 2025. The DfE provide: [Child sexual exploitation: guide for practitioners](#). 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/or 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 also increasingly being targeted and recruited online using social media. 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](#).

Cybercrimes

Cybercrime is criminal activity committed using computers and/or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. Staff should raise concerns regarding cybercrimes to the DSL. The DSL (or a deputy), should consider referring into the Cyber Choices programme.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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 will be recorded on MyConcern and may be shared with key members of staff in order to support any victims of DA/DV.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

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.

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, teachers³, along with social workers and healthcare professionals, have a specific legal duty to personally report to the police if they discover that FGM has been carried out on a girl under the age of 18, usually through disclosure by the victim. The teacher / health professional should then inform the DSL that they have made a referral to the police, unless they have a good reason not to. Non-teaching staff who discover that a girl has experienced FGM should inform the DSL immediately.

If a member of staff or volunteer is concerned that a girl may have experienced, or may be at risk of FGM (as opposed to having 'discovered' that it has occurred), they should report this to the DSL / DDSLs in the usual way. If for some reason, it is not possible to contact the DSL / DDSLs, staff have a responsibility to report it via MARU, 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, Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fcdo.gov.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. **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 or other extreme 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.

³ 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).

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 Smoothwall, 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

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. Serious concerns or incidents will be referred to Prevent.

Further information can be found in Truro School Prevent Policy.

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos

This 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 at age-appropriate levels. The School takes incidences of sharing nudes/ semi-nudes extremely seriously, and deals with them in accordance with child protection procedures.

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.

The following links provide additional information:

- The UKCIS Education Group has published [Sharing nudes and semi-nudes](#): advice for education settings working with children and young people.

Annex 5 – 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*
- The relevant behaviour policies in the Prep and Senior Schools;
- Disciplinary Policy
- Drugs and Substance Misuse Policy*
- Equal Opportunities Policy*
- First Aid Policy* (for Prep: See Policy for the Care of Sick Children and the Administration of Medicines)
- Guardianship Agreement and Policy *

- Health and Safety Policy*
- Low Level Concerns Policy
- Learning Support and EAL Policy
- Missing Pupils Policy* and Procedures
- Online Safety Policy*
- PSHEE policy*
- Positive Handling Policy*
- Prevent Policy*
- Procedure for preventing and responding to Sexual Violence and Sexual Harassment.
- Pupil Attendance Policy*
- Relationships and Sex education Policy *
- Recruitment and Selection Policy*
- School Network and Internet Acceptable Use Policy – Pupil Agreement
- School Network Acceptable Use Policy – Staff Guidelines
- School Rules*
- Social Media Policy
- Staff and Volunteers Code of Conduct
- Trips Policy
- Use of Images Policy*Whistleblowing Policy

* = policy on the school website. All other policies are in the staff area of the intranet.

All school policies may be requested by parents / guardians by contacting the Head's PA via head@truroschool.com

MIST safeguarding policy, whistleblowing procedure and safer recruitment policy can be found on the website [here](#).

Annex 6 – Further information on signs of abuse

Source: NSPCC [Types of Child Abuse & How to Prevent Them](#) | NSPCC

Physical abuse

Physical signs	Behavioural signs
<p>Bruises.</p> <p>Broken or fractured bones</p> <p>Burns or scalds.</p> <p>Bite marks.</p> <p>Regular injuries, where there seems to be a pattern or the explanation does not match the injuries.</p>	<p>Anxiety.</p> <p>Behaviour issues</p> <p>Eating disorders.</p> <p>Risky sexual behaviour,</p> <p>Suicidal thoughts or attempts.</p>

Sexual abuse

Physical signs	Behavioural signs
<p>Bruises, bleeding / discharge / pains or soreness in their genital or anal area.</p> <p>Sexually transmitted infections.</p> <p>Pregnancy.</p> <p>For online abuse: spending a lot more or a lot less time than usual online.</p> <p>Seeming distant, upset or angry after using the internet or texting.</p> <p>Being secretive about who they're talking to and what they're doing online or on their mobile phone.</p>	<p>Anxiety and depression</p> <p>Eating disorders</p> <p>Post-traumatic stress / difficulty coping with stress</p> <p>Self harm</p> <p>Suicidal thoughts / attempts.</p> <p>Pregnancy.</p> <p>Feelings of shame and guilt.</p> <p>Drug and alcohol problems.</p> <p>Relationship problems with family, friends and partners.</p>

Neglect

Physical signs	Behavioural signs
<p><i>Poor appearance and hygiene:</i> being smelly or dirty; being hungry or not given money for food; having unwashed clothes; having the wrong clothing (such as no warm clothes in winter).</p> <p><i>Health and development problems:</i> anaemia; body issues (such as poor muscle tone / prominent joints); medical or dental issues; missed medical appointments (such as for vaccinations); not given correct medicines; poor language or social skills; regular illness or infections; repeated accidental injuries; skin issues (such as sores, rashes, flea bites, scabies or ringworm); thin or swollen tummy; tiredness; untreated injuries.</p> <p><i>Housing / family issues:</i> living in an unsuitable home environment, such as having no heating; being left alone for a long time; taking on the role of carer for other family members.</p>	<p>Becoming “clingy”.</p> <p>Becoming aggressive.</p> <p>Being withdrawn, depressed or anxious.</p> <p>Changes in eating habits.</p> <p>Displaying obsessive behaviour.</p> <p>Finding it hard to concentrate or take part in activities.</p> <p>Missing school.</p> <p>Showing signs of self-harm.</p> <p>Using drugs or alcohol.</p>

Emotional abuse

Physical signs	Behavioural signs
<p>There might not be any obvious physical signs of emotional abuse or neglect. A child might not tell anyone what’s happening until they reach a “crisis point”. It is therefore important to look out for signs as to how the child is behaving.</p>	<p>Seems unconfident or lacks self-assurance.</p> <p>Struggles to contain emotions.</p> <p>Have difficulty making or maintaining relationships.</p> <p>Act in a way that is inappropriate for their age.</p> <p>Use language / act in a way or know about things you wouldn’t expect them to know for their age.</p> <p>Have extreme outbursts.</p> <p>Seem isolated from their parents.</p> <p>Lack social skills / have few or no friends.</p>

Annex 7 – 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. Support is offered in a variety of ways and the responsibility falls into three main categories, everyone, specific staff and the DSL team.

Our school will support all pupils by:

All staff:

- 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 wellbeing of all its pupils and staff. This is reflected in School policies and procedures for pastoral care and the School's PSHEE programme.
- Recognising that children come from a variety of diverse 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.
- 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.

Specific staff:

- Accurately monitoring attendance and alerting the LA of any pupils missing from education including as deletion from the school roll or any elective home education.
- Building a programme across the curriculum with a focus on PSHEE lessons, tutor time and ICT lessons which educates pupils on safe use of technology. The areas of risk to cover are content, contact, conduct and commerce (see KCSIE for details). This will be supported by training for staff which will include mechanisms to identify, intervene in and escalate concerns. Support for parents in online safety will continue through parents' information evening and regular written communications.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

DSL Team:

- Setting up a multi-agency meeting prior to any pupil opting for elective home education.
- Ensuring they work with the Head of PSHEE to fulfil the statutory guidance regarding relationships and sex education (RSE). Further details in our RSE and PSHEE policies.
- Ensuring that a named teacher is the Designated Teacher, and that a list of Children in Care is regularly reviewed and updated, including alerting staff to those pupils who have an allocated social worker or have had one in the past.
- 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 DSL at the pupil's new school as a matter of urgency and always within 5 working days of the child being placed on the roll of the new school.

Annex 8 – Children potentially at greater risk of harm

Safer Eating for Children in EYFS

Whilst children in EYFS are eating they should always be within sight and sound of a member of staff with a valid pediatric first aid certificate. Information on allergies and intolerances must be shared with all staff involved in the preparation and handling of food. At each mealtime and snack time staff must be clear about who is responsible for checking that the food being prepared meets all the requirements for each child.

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; being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- 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.

The school has policies relating to SEND and learning support on the website.

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 or have been looked after in the past and to ensure their academic and pastoral needs are met. Both school sites have a Designated Teacher, who liaise with the local authority. Academic and pastoral support is also available to children with a named social worker or who have had a social worker in the past. We acknowledge children living in kinship care

arrangements may face unique vulnerabilities. Truro School will work in partnership with

VSHs, local authorities, and families to ensure these children receive

appropriate support. The DSL/DDSL should be aware of the potential safeguarding

needs of children in kinship care and ensure that these are considered in all aspects of safeguarding planning, including access to Early Help, attendance monitoring, and transitions.

Boarders

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 DSLs as appropriate.

All sections of this policy apply 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 Year 7 – Year 9 year boarders
- being able to ascertain the whereabouts of Year 10 - Year 13 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 or safeguarding concerns on MyConcern or iSAMS, as appropriate
- following procedures and protocols detailed in the Boarding Medical Handbook
- following medical and/or welfare plans written by the nurses and/or Housemaster/mistress
- considering 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 someone 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

In addition, to safeguard our boarders, the following procedures are followed:

- Boarding pupils will be made aware of the school's policy on consensual sexual relationships between children (and importance of boarders understanding this policy) This will be explained to all boarders at induction by the Head of Boarding, who is a DDSL.
- Our approach to child-on-child abuse will reflect the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. The rules about areas they can and can't go will be explained to boarders at induction and consequences of this. Along with an outline of child-on-child abuse and consequences of this.
- Our Boarding Houses will have clear guidance regarding how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already

be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems. There are guidelines in place from an online safety perspective for boarders and this will be covered at induction.

All staff working with our boarding community should be alert to the extra vulnerabilities of SEND children in such settings, inappropriate pupil relationships and the potential for child-on-child abuse. Further guidance can be found in the boarding handbook and will be covered at boarders' induction

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 closely 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.

Remote Learning

If following government guidance, pupils are required to work from home, the school will provide resources to support their learning and will continue in its duty of care to support pupil welfare. The school will communicate with parents to ensure they are aware of the support in place.

[Annex 9 – Glossary of useful terms](#)

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children), in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether the risk of harm comes from within the child's family and / or outside (from the wider community), including online; preventing impairment of children's 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. (Keeping Children Safe in Education).

Keeping Children Safe in Education states that "safeguarding and promoting the welfare of children is everyone's responsibility". Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.' This means that the School should consider, at all times, 'what is in the best interests of the child.' All staff should be aware that behaviours linked to the likes of domestic abuse, drug taking, alcohol abuse, truanting and sexting put children in danger.

Safeguarding issues can manifest themselves via **child-on-child abuse**. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm;
- 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. It is a criminal offence. Anyone of any gender can be a victim;
- Sexting (also known as youth produced sexual imagery);

- Initiation/hazing type violence and rituals.

Staff refers to all those working for or on behalf of the School, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Extremism refers to the Government's 'Prevent Strategy' which defines extremism as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces".

Prevent is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.

Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise vulnerable.

Abuse is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.. Children may be abused in a family or in an institutional or extra-familial context 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. They may be abused by an adult or adults or another child or children.

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

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to local authority children's social care services if the child's situation does not appear to be improving. **Contextual safeguarding / extra-familial harm:** Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. (KCSIE)

Upskirting: The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on the 12th April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or

without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Annex 10 - Useful safeguarding guidance and resources

Keeping Children Safe in Education, DfE, 2025

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Working Together to Safeguard Children, DfE, December 2023

https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

[National Minimum Standards for Boarding Schools, DfE September 2022](#)

[Working together to improve school attendance, DfE August 2024](#)

The South West Safeguarding and Child Protection Procedures, <https://www.proceduresonline.com/swcpp/>

[Information Sharing: advice for practitioners providing safeguarding services, DfE, July 2018](#) (NB this is likely to be updated in Spring 2024)

[What To Do If You Are Worried A Child Is Being Abused, DfE, March 2015](#)

Revised Prevent Duty Guidance for England and Wales, March 2023

<https://www.gov.uk/government/publications/prevent-duty-guidance>

"Children Missing Education, DfE, September 2016 (last updated September 2025)

["https://www.gov.uk/government/publications/children-missing-education](https://www.gov.uk/government/publications/children-missing-education)

[Child Exploitation and Online Protection Centre,](#)

Lucy Faithfull Foundation (Shore) <https://www.lucyfaithfull.org.uk/shore/>

[CEOP Education website – National Crime Agency](#)

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people, DfE, 2020](#)

[Multi-agency statutory guidance for dealing with forced marriage, April 2023](#)

[MIST Safeguarding Policy](#)

[Mist Whistleblowing Policy](#)