



TRURO  
SCHOOL

**PREP AND SENIOR SCHOOL**

# Child Protection and Safeguarding Policy

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A copy of this policy is published in the following  
areas: The school's website and staff shared area  
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# **Truro School Child Protection & safeguarding Policy**

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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 Mrs Taryn Lloyd, Assistant Head (Pastoral) and DSL

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

Miss Emma Mitchell (Deputy Head Pastoral)

Mr Tom Copeland (Head of Year)

Miss Danielle Overend (Head of Year)

Mr David McKeown (Head of Boarding)

For the **Prep School (including Early Years Foundation Stage)**, the Designated Safeguarding Lead is Miss Cesca Ryder, Assistant Head (Pastoral) and DSL

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

Mr Rob Morse (Prep Head)

Mr James Frewer (Deputy Head)

Mrs Lizzie Waddling-Height (SENDCo)

Mrs Kate Williams (Head of EYFS)

Both DSLs and all DDSLs can be contacted by email [dsl@truroschool.com](mailto:dsl@truroschool.com) or phone 01872 272763 (Senior) or phone 01872 272616 (Prep).

The **Safeguarding Governor** is Mr Richard Raistrick who can be contacted on 07814 096772 or by email: [RRaistrick@truroschool.com](mailto:RRaistrick@truroschool.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 Council Multi-Agency Support and Safeguarding Hub (MASSH) on 0300 1231 116. For the out of hours service use 01208 251300.**
- **The Local Authority Designated Officer for Cornwall on 01872 326536 or [lado@cornwall.gov.uk](mailto:lado@cornwall.gov.uk)**
- **Devon and Cornwall Police Prevent on 0800 011 3764 or via [Refer someone to the Prevent](#)**

**Team | Devon & Cornwall Police ([devon-cornwall.police.uk](http://devon-cornwall.police.uk))**

**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)                                                             | 0300 102 4481 |
| The Disclosure and Barring Service                                                                        | 03000 200 190 |
| Ofsted Whistleblower Hotline                                                                              | 0300 1233155  |
| Help at Hand (for children in care, living away from home, working with social services and care leavers) | 0800 528 0731 |
| Young Minds                                                                                               | 0808 802 5544 |
| Cornwall Child and Adolescent Mental Health Service (CAMHS)                                               | 01872 221400  |
| National Domestic Abuse Helpline                                                                          | 0808 2000 247 |

## Section 1: Introduction

1. The purpose of the Child Protection and Safeguarding Policy is to provide a clear and secure framework for safeguarding and promoting the welfare of all children and young people who attend Truro School, and to set out the responsibilities of the school, its proprietor, governors, leaders, staff, volunteers, contractors and other adults working with or on behalf of the 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; and
  - 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; including harassment and violence;
  - children are listened to, their wishes and feelings are taken seriously, and safeguarding responses are child-centred and focused on their best interests;
  - appropriate provision, policies and procedures are in place to enable pupils to feel safe, develop safe practices and receive help and support as soon as needs emerge;
  - safeguarding arrangements recognise that children may experience multiple and overlapping forms of harm, including harm arising online and in contexts outside the school;
  - staff, pupils, governors, visitors, volunteers, contractors and parents/carers understand expected behaviours and the school's legal responsibilities in relation to safeguarding and promoting the welfare of all our pupils; and
  - the school works inclusively and without discrimination, recognising and challenging racism, discrimination and other behaviour that may adversely affect children's safety and welfare
4. This policy is drafted with regard to relevant legislation, statutory guidance and national standards, including:

### **Statutory guidance and national standards:**

- *Keeping Children Safe in Education* (KCSIE), Department for Education 2026;
- *Working Together to Safeguard Children* (WTSC), Department for Education, 2026;
- *Prevent Duty Guidance: England and Wales*, Home Office, 2023; *Working together to improve school attendance*, Department for Education, 2026; *National Minimum Standards for Boarding Schools*, Department for Education, 2026;

- *EYFS Statutory framework: for group and school-based providers*, Department for Education, 2026;
- *Restrictive interventions, including use of reasonable force in schools*, Department for Education, 2026;
- relevant local safeguarding procedures and protocols of the Cornwall and Isles of Scilly Safeguarding Children Partnership (OSCP); and
- relevant guidance issued by the Methodist Independent Schools Trust

### **Legislation and statutory frameworks**

- the Children Act 1989;
  - the Children Act 2004;
  - the Education Act 2002;
  - the Education and Inspections Act 2006;
  - the Education (Independent School Standards) Regulations 2014;
  - the Equality Act 2010;
  - the Human Rights Act 1998;
  - the Counter-Terrorism and Security Act 2015;
  - the Safeguarding Vulnerable Groups Act 2006;
  - the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025;
  - the Children's Wellbeing and Schools Act 2026;
  - the Schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025; and
  - other relevant legislation, regulations and statutory guidance applicable to the school's safeguarding, child protection, attendance, early years, boarding, safer recruitment and welfare responsibilities
5. The proprietor and Governing Body of Truro School takes seriously their responsibility under the Education (Independent School Standards) Regulations 2014 to safeguard and promote the welfare of children. The school will maintain effective arrangements for identifying, assessing and responding to safeguarding concerns and will work with other agencies to safeguard children and promote their welfare.
  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 or circumstance. The school is committed to providing an inclusive, safe, and supportive environment in which children can learn, develop and thrive, free from abuse, neglect, exploitation, and discrimination. The school recognises that children and young people learn best when they are healthy, safe and secure.
  7. Truro School follow the procedures of local safeguarding arrangements of Our Safeguarding Children Partnership (OSCP) for Cornwall and the Isles of Scilly, including local protocols and continuum-of-need arrangements. The school will contribute to effective multi-agency safeguarding arrangements in accordance with *Working Together to Safeguard Children* (2026). The school will also have regard to relevant Charity Commission guidance concerning the safeguarding responsibilities of charities and trustees.

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 identifying children and families who may benefit from help and support as soon as needs emerge contributing to Family Help and other multi-agency support where appropriate and contributing to child protection and other statutory plans where required. Where children are experiencing harm or risk outside the home, including through peer groups, online environments or other community contexts, the school will provide relevant information to support multi-agency assessment and a contextual understanding of the child's circumstances. For the purpose of this policy, 'child' shall refer to those under the age of 18. This policy applies to all pupils attending Truro School and in addition to all children who may complete work experience, student employees and any other children present on School activities or premises.
9. Every complaint, allegation, disclosure or suspicion that a child may be suffering, or may be at risk of suffering, abuse, neglect or exploitation will be taken seriously and responded to in accordance with this policy. This includes concerns arising within the school, at home, online, in the wider community, or in any other context.
10. This policy is implemented alongside the locally agreed safeguarding procedures and protocols of the Our Safeguarding Children Partnership (OSCP) for Cornwall and the Isles of Scilly.
11. We are also able to arrange for this policy to be made available to individuals whose first language is not English, on request.

## Section 2: 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, have a responsibility to:
- safeguard and promote the welfare of children;
  - contribute to providing a safe environment in which children can learn;
  - consider at all times the best interests of the child and take action to enable all children to have the best outcomes;
  - attend appropriate safeguarding and child protection training at induction, every three years as a refresher and receive additional regular updates as required and at least annually as directed by the DSL/HR;
  - be aware of indicators of abuse, exploitation and neglect and of other safeguarding concerns;
  - Read Part One of Keeping Children Safe in Education (and Section 3 of the EYFS Statutory Framework if working with students aged 0-5) and should understand the school's safeguarding and child protection policies and procedures and follow them;
  - know how to access and implement the procedures, independently if necessary;
  - be prepared to identify children who may benefit from Family Help and understand the school's processes for responding to safeguarding concerns and making referrals;
  - maintain an appropriate level of confidentiality and make accurate and timely records of safeguarding concerns, disclosures, actions and decisions as required
  - report any safeguarding concern promptly to the DSL or, where appropriate, to one of the alternative contacts identified in this policy; and
  - support children's social care, the police 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 and Prep School. The DSLs are members of the respective School Leadership Teams. The school also has an EYFS Designated Safeguarding Lead. All are identified in the school's key safeguarding contacts.
14. The DSLs take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. The DSL role is supported by a team of appropriately trained Deputy Designated Safeguarding Leads (DDSLs).

The DSLs are the first point of contact for pupils, parents/carers, staff, and others who have concerns about safeguarding or child protection. The school has robust cover arrangements to ensure that a DSL or appropriately trained DDSL is available to respond to safeguarding concerns during School hours and for relevant out-of-hours activities.

15. The DSL and DDSL responsibilities are set out in Annex B of KCSIE and in the relevant job descriptions. In summary, the DSL is responsible for:
- **Managing referrals:** managing referrals of suspected abuse, exploitation, neglect, and other safeguarding concerns to children's social care, the police, the DBS and/or other agencies as appropriate;

- **Working with others:** acting as the principal point of contact for safeguarding concerns and coordinating safeguarding responses within and outside the school, including working with parents/carers and relevant agencies;
- **Information sharing and child protection records:** ensuring that child protection records are accurate, complete, securely stored and appropriately transferred, including recording actions, decisions and rationale for decisions;
- **Raising awareness:** ensuring that the school's safeguarding and child protection policy is reviewed at least annually, that staff understand the school's safeguarding arrangements, and that parents/carers can access the policy.
- **Training, knowledge and skills:** maintaining the knowledge and skills necessary to undertake the role effectively, including understanding online safety, filtering and monitoring, and the safeguarding needs of vulnerable children;
- **Providing support to staff:** providing advice and support to staff on safeguarding, child welfare and child protection matters; and
- **Understanding children's views:** promoting a culture in which children are listened to and their wishes and feelings are taken seriously.

### **Governing Body**

16. MIST, as the proprietor, has overall responsibility for ensuring that effective safeguarding and child protection arrangements are in place and that the school complies with its statutory safeguarding duties. MIST exercises this responsibility through appropriate delegation, oversight, monitoring and challenge, as outlined in the MIST Safeguarding and Child Protection Policy. DSLs also attend annual training and briefings delivered by MIST.
17. The Governing Body has appointed Designated Safeguarding Leads (DSLs) for both schools, supported by Deputy Designated Safeguarding Leads (DDSLs). The Governing Body will ensure that the DSLs have appropriate status, authority, time, funding, training, resources, and support to fulfil their safeguarding responsibilities effectively.
18. The Governing Body recognises that effective safeguarding depends on a strong whole-School safeguarding culture. Staff, volunteers and governors must understand their safeguarding responsibilities, know how to access safeguarding information and procedures, understand how to raise concerns, and know how to access further advice and support.
19. Truro School and Truro School Prep will ensure that the DSLs have sufficient time, funding, training, supervision and support to fulfil their safeguarding and child protection responsibilities effectively. The school will contribute to safeguarding assurance activity undertaken by MIST and other local safeguarding partners and will use the findings of audits, reviews and other safeguarding assurance activity to strengthen safeguarding practice where required.
20. All members of the Governing Body will be provided with the current Keeping Children Safe in Education and other relevant safeguarding guidance and will be expected to understand the parts relevant to their role. Governors 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 will receive appropriate safeguarding and child protection training, including online safety, at induction and will receive at least annual updates. This training will enable governors to understand their strategic safeguarding responsibilities and to provide appropriate challenge and assurance regarding the effectiveness of the school's safeguarding arrangements. All governors should understand their responsibilities under the Human Rights Act 1998 & Equality Act 2010 and the school's duties under local multi-agency safeguarding arrangements.

21. Governors should understand their strategic responsibilities for online safety and ensure that appropriate filtering and monitoring systems are in place and that their effectiveness is regularly reviewed. The Governors will receive and review at least annually a formal report on the effectiveness of the School's filtering and monitoring systems. This review will consider safeguarding effectiveness, emerging technology risks, AI-enabled harms, system limitations, staff awareness and any actions required to improve safeguarding arrangements.
22. The Governing Body will review this policy at least annually, and sooner where required by changes in legislation, statutory guidance, local safeguarding arrangements or School practice. The Governing Body will also oversee the effectiveness of other policies and procedures relevant to safeguarding and child protection. The Governing Body is responsible for making a safeguarding-related serious incident notification to the Charity Commission where required and having taken advice from the MIST CEO.

### **Parents and visitors**

23. All parents/carers are made aware of the school's responsibilities in regard to child protection and safeguarding procedures through publication of the School's Child Protection and Safeguarding Policy on the school website. The school recognises parents and carers as important partners in safeguarding and will work with them wherever appropriate and in accordance with this policy and relevant statutory guidance.
24. All visitors to either site of Truro School will be made aware of the school's safeguarding arrangements when they sign in at Reception and will be provided with appropriate safeguarding information. All new short-term volunteers (such as work experience students) will receive relevant safeguarding information as part of their induction, including information about how to report a safeguarding concern.
25. In order to promote safeguarding, site security and the easy identification of trusted adults, all staff, governors, regular volunteers, contractors and other authorised adults are expected to wear the school's identification lanyard and photo ID badge at all times whilst on School premises. Visitors will be issued with the appropriate visitor identification on arrival and must wear this visibly throughout their visit. Where the wearing of a lanyard would present a health and safety risk or would be unsuitable for the activity being undertaken (for example, in certain sporting, practical or operational environments), staff must ensure that they can be readily identified through their school uniform, staff clothing or alternative identification arrangements approved by the school. Pupils, visitors and colleagues should be able to identify authorised members of staff easily at all times.

### **Visiting speakers**

26. Any pupil or member of staff who wishes to invite a speaker to address pupils must provide details of the proposed speaker and the event to the relevant DSL, in accordance with the School's Visiting Speaker Protocol, so that the appropriate safeguarding and suitability checks can be undertaken. Where a speaker is proposed by a pupil, the member of staff in charge of that activity will undertake the necessary checks and arrangements.
27. The school will undertake proportionate due diligence on visiting speakers, which may include consideration of the individual's background, professional or organisational affiliations, publicly available information and where appropriate, references or information from previous educational settings. The school will consider the subject matter and context of the proposed event and any potential safeguarding or Prevent risk. The school will also consider its duties relating to political impartiality and the balanced presentation of political

issues where these arise. Appropriate steps will be taken to manage identified risk, and an event will not proceed where the school cannot adequately mitigate a safeguarding or Prevent risk.

28. Where a visiting speaker does not require a DBS check because their proposed activity does not meet the relevant eligibility requirements, the school will ensure that appropriate supervision arrangements are in place so that the individual does not have unsupervised access to pupils. Where a DBS check or other safeguarding check is required, this will be undertaken in accordance with the school's safer recruitment and visitor procedures and recorded as appropriate.

### **Use of external providers for activities**

29. When services are delivered by a third party, education or otherwise, on the school premises, our lettings and external providers; arrangements will seek to ensure the suitability of adults working with, and in the presence of, children at any time. The school will obtain appropriate assurance that the provider has suitable safeguarding and child protection arrangements in place, and that relevant safeguarding checks have been undertaken on adults working with pupils, as appropriate to their role.
30. When an external organisation is in a supervisory role with our pupils away from the school premises, written assurances will be gained that these staff have undertaken suitability and safeguarding checks to be in a supervisory role with our pupils. The school will also ensure that appropriate arrangements are in place for sharing relevant safeguarding concerns and information with the provider and for the provider to report any safeguarding concerns about our pupils promptly to the school.
31. External providers that will be community users organising activities for children on School premises are made aware of and understand the need for compliance with the school's child protection and safeguarding policy and procedures. Where safeguarding concerns arise in relation to an external provider, the school will take appropriate action in accordance with this policy and relevant safeguarding procedures.

### **External organisations using school premises**

32. Where the School permits external organisations to use its premises for the provision of services or activities involving children, the organisation concerned will be responsible for ensuring that appropriate safeguarding and child protection arrangements are in place. The school will seek assurance that such arrangements meet relevant statutory and good practice expectations. Any safeguarding concern or allegation arising from activities taking place on school premises must be reported promptly to the School's Designated Safeguarding Lead, and the school will respond in accordance with its safeguarding procedures and relevant statutory guidance.

## Section 3: Safeguarding culture, prevention and education

### **A culture of safeguarding**

33. Truro School recognises that safeguarding and promoting the welfare of children is everyone's responsibility. We will establish and maintain this ethos, understood by all staff and volunteers.
34. The school recognises that it plays a significant part in the prevention of harm to pupils by providing them with effective lines of communication with trusted adults, supportive friendships and an environment in which children feel safe, supported and able to seek help.
35. We will promote a caring, safe and positive environment within the school in which children are encouraged to talk to adults about any concerns or difficulties they may be experiencing. Children will be made aware of key adults on each site including the DSLs and DDSs.
36. The school recognises the importance of listening to children and taking their wishes and feelings seriously when considering safeguarding concerns and deciding what action is appropriate. Safeguarding arrangements will be child-centred and take account of individual circumstances, needs and vulnerabilities of each child.
37. The school is committed to maintaining an inclusive and anti-discriminatory safeguarding culture. We recognise that discrimination, prejudice and other forms of discriminatory behaviour can adversely affect children's safety, welfare and wellbeing. Such concerns will be addressed in accordance with the School's Anti-Racism Policy and where appropriate, under this Child Protection and Safeguarding Policy.

### **Prevention, resilience, education and wellbeing**

38. The school will provide opportunities for pupils to develop the knowledge, understanding, skills, confidence and resilience they need to keep themselves safe, recognising when they may need help and know to whom they should turn.
39. The school will encourage the development of self-esteem and resilience in every aspect of school life, including through the curriculum.
40. Safeguarding is promoted through the curriculum including in PSHE and RSHE, pastoral provision, assemblies, tutor times and other age-appropriate opportunities. Pupils will receive education which helps them to understand healthy and respectful relationships, personal boundaries, appropriate behaviour, online safety and other safeguarding risks relevant to their age, developmental stage and circumstances. The detailed provision for safeguarding education through PSHE and RSHE is set out in the PSHE Policy including RSHE (Prep), PSHE Policy (Senior) and Relationships and Sex Education Policy (Senior).
41. The school takes seriously its responsibility to promote and nurture the mental health and wellbeing of its pupils. Staff should recognise that mental health concerns may, in some circumstances, be associated with safeguarding concerns or indicate that a child has suffered or may be at risk of suffering abuse, neglect or exploitation. Concerns should be raised through the school's safeguarding procedures where appropriate.

### **Online safety, filtering and monitoring**

42. The school recognises that children are at risk of harm both online and offline. Online safety is therefore an integral part of the school's safeguarding arrangements.
43. The school will provide pupils with age-appropriate education and support to help them understand how to stay safe and behave responsibly online. Online safety education is delivered through the curriculum including in PSHE and RSHE, pastoral provision, assemblies and other age-appropriate opportunities. The detailed provision for online safety education through PSHE and RSHE is set out in the PSHE Policy including RSHE (Prep), PSHE Policy (Senior) and Relationships and Sex Education Policy (Senior).

44. The school recognises emerging risks arising from AI technologies including AI-generated content, deepfakes, nudification applications, manipulated intimate images, impersonation, misinformation and online coercion. Online safety education, staff training, safeguarding procedures, and filtering and monitoring arrangements will take account of these evolving risks.
45. The school will ensure that appropriate roles and responsibilities are assigned for the management and review of filtering and monitoring systems. The effectiveness of these arrangements will be reviewed regularly and safeguarding concerns identified through filtering or monitoring will be acted upon in accordance with this policy.
46. All staff receive appropriate safeguarding and child protection training which includes online safety and an understanding of the expectations, roles and responsibilities relating to filtering and monitoring. All staff are made aware of the limitations of these systems and of their individual responsibility to supervise pupils when using technology.
47. The School's detailed arrangements for online safety, filtering and monitoring, acceptable use, technical controls and responding to online incidents are set out in the School's Online Safety Policy and Acceptable Use Policy (Pupils).

### **Mobile phones and use of images**

48. The school recognises that the use of photographs, videos and other images of pupils has both safeguarding and data protection implications. Staff, pupils, parents and visitors must follow the school's Use of Images Policy, which sets out the school's arrangements for taking, storing, using and sharing images of children.
49. The school will respect parental/image permissions and any safeguarding restrictions on individual pupils.
50. Staff must use school-authorised devices and systems and must not use personal devices unless explicitly authorised by the Head or Prep Head.
51. The use of mobile phones, smart devices and other personal electronic devices is managed in accordance with the School Rules Policy and Online Safety Policy.

## Section 4: Recognising safeguarding concerns

### **Abuse, neglect and exploitation**

52. All staff should be aware of the types and signs of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of the home, and online. Exercising professional curiosity and knowing what to look for is vital for early identification of abuse, neglect and exploitation so that staff are able to identify pupils who may be in need of help or protection.
53. 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. Children may be abused in a family, 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. **Physical abuse** is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or 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.
55. **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.
56. Emotional abuse may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
57. **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration

or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or producing sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

58. **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing or shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; ensure access to appropriate medical care or treatment or respond to a child's basic emotional needs.
59. **Exploitation** may take a number of forms, including child criminal exploitation and child sexual exploitation. Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into taking part in criminal or sexual activity. Children may be exploited even where the activity appears consensual. Exploitation may take place online or offline. Further information about specific forms of exploitation is contained in Section 11 of this policy.
60. All staff should be aware that safeguarding issues are rarely standalone events and that children may experience multiple harms simultaneously. Staff should therefore consider the wider circumstances of the child and exercise professional curiosity where something does not appear to be right.

### **Recognising signs of abuse, neglect and exploitation**

61. All staff need to be aware that pupils may be reticent about reporting abuse generally, and particularly so about child-on-child abuse. Staff 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.
62. Possible signs of abuse, neglect and exploitation include, but are not limited to:
  - a pupil discloses that they have been abused, exploited or neglected, 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 for example 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 or shows a lack of trust in adults;
- the pupil shies away from being touched or flinches at sudden movements;
- the pupil loses or gains weight
- there are significant or unexplained changes in attendance or patterns of absence;
- there are significant changes in relationships, behaviour, presentation or online activity;
- there are signs that a child may be being drawn into anti-social or criminal behaviour or exploitation; and
- there are concerns relating to sexual behaviour, sexualised material or the sharing of nudes or semi-nudes

These indicators are not exhaustive and do not necessarily mean that abuse is occurring. Staff should consider the child's individual circumstances and the wider context when assessing whether something may be a safeguarding concern.

63. Staff should be alert to changes and patterns rather than relying on a single indicator. A child may not present with obvious signs of abuse, neglect or exploitation, and different forms of harm may present in different ways. Staff should use professional curiosity and seek advice from the DSL or a Deputy DSL where they are unsure whether something constitutes a safeguarding concern.

64. Further information about specific safeguarding risks and their indicators is provided in Section 11 of this policy and in relevant specialist safeguarding guidance and policies.

### **Children who may not disclose abuse**

65. Children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and may not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened, or may face additional barriers because of their individual circumstances or communication needs.

66. All staff should understand that even if incidents are not being reported, it does not mean that they are not happening. It could mean that signs are not being recognised or that pupils are not reporting them. Staff should use professional curiosity and report any safeguarding concerns, however small.

67. Staff should take children's wishes and feelings seriously and seek to understand their experiences.

### **Children who may require additional safeguarding consideration**

68. Any child may benefit from help and support as soon as a problem emerges. Truro School recognises that certain children may be more vulnerable and may need additional support. Being a member of a particular group does not itself mean that a child is at risk of abuse or neglect. Staff should remain alert to the individual circumstances and needs of each child

69. Particular consideration should be given to children who may be more vulnerable because of their circumstances including:

- children with a social worker;
- children requiring mental health support;
- looked-after children and previously looked-after children;
- children with special educational needs and disabilities;
- young carers;
- children who are absent from education or have significant attendance concerns;
- children who may be vulnerable to online harm;
- children showing signs of being drawn into anti-social or criminal behaviour;
- children who have experienced multiple suspensions or are at risk of permanently exclusion;
- children who have a parent or carer in custody or is affected by parental offending;
- children involved in using drugs or alcohol;
- LGBTQ+ children or children who are perceived as LGBTQ+; and
- may be experiencing circumstances such as private fostering, where a child is being cared for by someone who is not their parent or close relative

This list is not exhaustive. Further information about children who may require additional safeguarding consideration is contained in Section 9 of this policy.

70. Staff should be particularly alert where a child may experience multiple or overlapping vulnerabilities. Safeguarding assessments should consider the individual child and their wider circumstances rather than treating individual vulnerabilities or safeguarding concerns in isolation.

## Section 5: Responding to safeguarding concerns

### **General principles**

71. All staff should know what to do if a child tells them they are being abused, exploited or neglected, or if they have another safeguarding concern about a child. Safeguarding and child protection is everyone's responsibly, and staff should not assume that somebody else will act or pass on information that may be critical to keeping children safe.
72. All safeguarding concerns should be taken seriously. Staff should act promptly, remain calm, and respond in a way that supports the child and does not put them at further risk.
73. Where a member of staff has concerns about a child, they must report the concern to 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 Section 12 of this policy should be followed.

### **If a child discloses a safeguarding concern**

74. If a child tells a member of staff about possible abuse, exploitation or neglect, staff and volunteers should:
  - 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.
75. 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. Staff should not attempt to investigate the concern or establish facts themselves.
76. Staff should listen carefully and allow the child to speak at their own pace. They should avoid expressing disbelief, making promises they cannot keep, or asking the child to repeat their account unnecessarily.
77. All staff should be able to reassure children that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, or be made to feel ashamed for making a report.

### **When a concern is raised but there has been no disclosure**

78. A safeguarding concern does not need to arise from a disclosure. Staff may become concerned because of a change in a child's behaviour, presentation, attendance, relationships, circumstances, or other information. Staff should not delay reporting a concern because they are uncertain whether it meets a particular threshold.
79. The DSL will consider the concern alongside other information known about the child and determine the appropriate response. This may include providing support within School,

seeking advice, involving parents/carers, considering Family Help or making a referral to children's social care or the Police. The arrangements for referrals and escalation are set out in Section 7.

### **Immediate danger or risk of harm**

80. If a child is in immediate danger or is at risk of harm, the concern must be reported to the DSL immediately so that appropriate action can be taken. It is appropriate to locate the DSL or a member of the DSL team in person to raise it urgently (alongside standard recording set out in Section 6).
81. It is not the responsibility of the school to investigate suspected or alleged abuse. Investigation is only the responsibility of the appropriate external agencies, including children's social care and/or the Police. The school's role is to identify concerns, respond appropriately, safeguard the child, share relevant information, and support the subsequent multi-agency process.
82. Where a member of staff believes that immediate action is required and cannot contact the DSL or a member of the DSL team in sufficient time, they should contact the Multi-Agency Support and Safeguarding Hub (MASSH) and/or police directly and inform the DSL as soon as possible. Anyone can make a referral, and a member of staff should not wait for DSL confirmation where delay could place a child at further risk.

### **Responding to particular safeguarding concerns**

83. 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 information, see Section 11).
84. Some other safeguarding concerns require additional or specific action. Staff should follow the relevant procedures in this policy and the school's specialist policies where applicable. These include:
  - child-on-child abuse, including sexual violence and sexual harassment (Section 10)
  - specific safeguarding risks and extra-familial harm (Section 11)
  - allegations against adults and low-level concerns (Section 12)
  - restrictive interventions (see Restrictive Interventions Including the Use of Reasonable Force Policy)
  - Prevent and concerns about radicalisation (see Prevent Policy)
  - bullying, including cyberbullying and discriminatory or prejudice-related bullying (see Anti-Bullying Policy)
  - discriminatory or prejudicial behaviour (see Anti-Racism Policy)

## Section 6: Recording, information sharing and confidentiality

85. All safeguarding and pastoral concerns are recorded on MyConcern and all staff receive training in how to use the system. If a member of staff does not have access to log a MyConcern they may contact their line manager or any member of the DSL Team. Staff should record concerns as soon as possible and should not assume that somebody else will record information that may be important to safeguard a child.
86. Records should be clear, accurate, factual, and should distinguish, where appropriate, between fact, observation, information provided by others and professional opinion. Where a child has made a disclosure, staff should record the child's words as accurately as possible.
87. Records should include, where appropriate, the nature of the concern, what was observed or reported, the child's views and wishes, action taken, decisions made, and the outcomes where known.

### **Confidentiality and information sharing**

88. The school recognises that safeguarding information is sensitive personal information and should be handled appropriately. However, data protection legislation is not a barrier to sharing information where this is necessary to promote the welfare and protect the safety of a child.
89. Staff must not promise a child that information disclosed to them will remain confidential. Information should be shared on a need-to-know basis where this is necessary to safeguard and support a child.
90. Staff should seek advice from the DSL where they are unsure whether information should be shared. They should not delay sharing information where this is necessary to protect a child from harm.
91. Information may be shared with children's social care, the police, health services, and other relevant agencies where this is necessary to safeguard or promote the welfare of a child. The school will contribute relevant information to multi-agency safeguarding work as required. The arrangements for referrals and multi-agency working are set out in Section 7.
92. The school will seek to understand and take account of the child's wishes and feelings when considering safeguarding concerns and information sharing, having regard to their age, understanding, and circumstances. However, the child's wishes will not prevent necessary safeguarding action where there is a risk of harm.

## Section 7: Referrals, escalations and multi-agency working

### **Referrals to external agencies**

93. Where a pupil has an unmet need which may require additional support, or where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school will use the current Cornwall safeguarding referral arrangements. The DSL will consider the child's circumstances and make an appropriate referral or request for support.
94. Cornwall's Multi-Agency Support and Safeguarding Hub (MASSH) provides a multi-disciplinary response to concerns about the welfare or safety of children and young people. The MASSH may signpost or refer families to the service best able to meet their needs, including Family Help, or undertake an assessment where appropriate.
95. The school will follow the Cornwall and Isles of Scilly Safeguarding Children Partnership procedures and relevant local arrangements when making referrals. The DSL will ordinarily coordinate referrals, although anyone can make a referral where they consider this necessary to safeguard a child.
96. Where a child is located outside Cornwall, the School will use the safeguarding referral arrangements for the relevant local authority.
97. 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 as explained in Section 5. 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.
98. If the DSL is not sure whether a referral should be made, they will seek professional advice from MASSH alongside using the Clos Threshold tool to help assess the level of need.
99. Some safeguarding concerns require specific referral or notification arrangements. Staff should follow the relevant procedures set out elsewhere in this policy and in the school's specialist policies. These include:
  - FGM mandatory reporting – see Section 5 and 11;
  - Prevent and concerns about radicalisation – see Section 11 and the Prevent Policy
  - Child-on-child abuse – see Section 10
  - Allegations against adults – see Section 12
  - Restrictive interventions including the Use of Reasonable Force – see Restrictive Interventions and the Use of Reasonable Force Policy
  - Children missing from education/attendance concerns – See Section 9 and the Attendance Policy
100. Where appropriate, the school will seek parental consent before making a referral; however, parental consent is not required where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm and a referral is required to safeguard a child. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

### **Following a referral**

101. Where a referral is made (including by telephone where appropriate), the DSL should seek confirmation that the referral has been received and should record the outcome or

decision communicated. Where an appropriate response is not received, the DSL should follow up with the relevant agency, and where necessary, use the local safeguarding partnership escalation arrangements.

102. The school will cooperate with children's social care, the police, health services and other relevant agencies and will contribute relevant information to assessments, plans and interventions where appropriate.
103. Where a child is subject to a Family Help plan, child protection plan, care plan or other multi-agency arrangement (including where a section 47 enquiry is undertaken under the Children Act 1989), the school will contribute relevant information and participate in meetings and reviews as appropriate.
104. The school will support appropriate arrangements for the child to be seen and heard and will contribute to understanding the child's wishes, feelings, experiences, and circumstances.

### **Escalation and professional challenge**

105. The school recognises that effective safeguarding depends on professionals working collaboratively and challenging decisions or practice where necessary to safeguard a child.
106. If the School remains concerned that a child is not being appropriately safeguarded following a referral, the DSL should raise the concern with the relevant professional or agency, and, where necessary, use the Cornwall and Isles of Scilly Safeguarding Children Partnership escalation arrangements.
107. Professional challenge should be respectful, evidence-based and focused on the child's safety and welfare. The school will maintain an appropriate record of significant professional challenge and its outcome.

## Section 8: Working with parents/carers

108. The school recognises the important role that parents and carers play in safeguarding and promoting the welfare of their children. The school will work openly and in partnership with parents and carers wherever possible, using respectful and clear communication and sharing information about concerns, support and actions being taken where appropriate.
109. The wishes and feelings of the child remain central to safeguarding decision-making. The school will consider the child's age, understanding, and circumstances when deciding how best to involve parents and carers.
110. There may be circumstances in which it is not appropriate to inform or involve a parent or carer immediately, for example where doing so could:
- place the child at greater risk of harm;
  - prejudice a police investigation or other safeguarding enquiries; or
  - otherwise not be in the child's best interests

## Section 9: Children and settings requiring additional safeguarding consideration

111. Any child may require additional help or support. The school recognises that some children may be more vulnerable to harm or may face additional barriers to recognising, reporting or responding to abuse, exploitation and neglect.
112. Staff should consider the individual circumstances and needs of each child and remain alert to the possibility of multiple or overlapping vulnerabilities. The categories below are not exhaustive.

### **Mental health**

113. The school recognises the important role it plays in supporting the mental health and wellbeing of their pupils. 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.
114. Staff should not attempt to diagnose mental health conditions. They are, however, well placed to notice changes in behaviour, presentation, attendance or wellbeing and should raise concerns appropriately.
115. Where a mental health concern is also a safeguarding concern, staff should follow the procedures set out in Section 5. Pastoral and wellbeing support may also be accessed through speaking to the Wellbeing Leads, School Counsellor or Chaplain regarding mental health issues.

### **Children with Special Educational Needs and Disabilities**

116. 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, neglect, and exploitation.

These may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
  - increased vulnerability to isolation, bullying or prejudice-based bullying;
  - children being disproportionately affected by bullying without showing obvious signs; and
  - communication barriers and difficulties in overcoming these barriers.
117. Staff should consider how a child's communication, cognitive, sensory or other needs may affect their ability to recognise, disclose or communicate a safeguarding concern and should make appropriate adjustments to enable the child to be heard.

### **Attendance, persistent absence and children missing education**

118. Poor, irregular or unexplained attendance may be an indicator of safeguarding concerns. Staff should consider patterns and trends in attendance. The school will monitor attendance, follow up unexpected and unexplained absences promptly and consider patterns of absence alongside the child's individual circumstances, family circumstances and any other known vulnerabilities.
119. Where concerns arise about a child's attendance, whereabouts or access to education, the school will follow its Pupil Attendance Policy and the School's CME procedures and take appropriate safeguarding action, including referral to the relevant local authority where required.

### **Gender-questioning children**

120. The school recognises that some children may be questioning their gender identity. Staff will respond in a child-centred, safeguarding-focused manner, taking account of the child's welfare, age, understanding parental involvement, relevant guidance and any associated safeguarding, wellbeing or vulnerability factors.

### **Alternative Provision**

121. Where a pupil is placed with an alternative provision provider, the school retains responsibility for safeguarding the pupil and must satisfy itself that the placement is appropriate for the pupil's needs.
122. The school will obtain written information from the provider that appropriate safeguarding checks have been undertaken on individuals working with pupils and that the provider will inform the school of any changes or arrangements that might put the child at risk.
123. The school will regularly review the alternative provision arrangements, at least every half term and more frequently where required by the pupil's circumstances and immediately in response to a safeguarding concern.

### **Looked After Children**

124. The school will ensure that staff have the skills, knowledge and understanding necessary to safeguard children who are looked after or have been previously looked after and to meet their academic and pastoral needs.
125. Both school sites have a Designated Teacher, who works with the local authority and Virtual School Head, including in relation to safeguarding, attendance, transitions and educational progress.
126. The school recognises that children living in kinship care may have particular circumstances and safeguarding needs. These are considered as part of the child's individual safeguarding planning.
127. Where a member of staff becomes aware that a child may be living in a private fostering arrangement (where a child is being cared for by someone who is not their parent or a close relative), the school should inform the DSL so that the school can notify the local authority.

### **EYFS-specific safeguarding arrangements**

128. The School's EYFS provision will meet the safeguarding and welfare requirements of the EYFS statutory framework for group and school-based providers.
129. The EYFS has a designated safeguarding lead and clear arrangements for responding to safeguarding concerns (including attendance), allegations against staff, safer recruitment, safeguarding training use of mobile phones/cameras and information sharing. These requirements are incorporated into the school's wider safeguarding arrangements.
130. EYFS staff must also follow the specific welfare requirements concerning health, behaviour, safer sleep, mealtimes and record keeping. The school will ensure that these are reflected in its EYFS procedures and practice.
131. EYFS staff will have regard to the age-appropriateness of screen use and ensure that any use of technology supports children's learning, development, wellbeing and safety.

### **Boarders**

132. Truro School recognises that boarding creates particular safeguarding considerations. Boarders of different ages spend significant time together and may socialise in less formal settings, including within residential and overnight accommodation. Boarding and pastoral staff must therefore remain alert to the possibility of abuse between pupils and to factors that may increase vulnerability, including age, special educational needs or disabilities, social dynamics and any significant gender imbalance within the boarding community. The school seeks to create a boarding culture in which children feel safe, respected and able to raise concerns. Staff will listen to boarders, take their wishes and feelings seriously and respond appropriately to concerns about safety, wellbeing or the boarding environment.

133. The school also recognises that boarders may find it more difficult to step away from bullying, harassment or other harmful behaviour because they cannot simply return home at the end of the school day.
134. All relevant sections of this policy apply to boarding pupils and boarding staff whenever the School has responsibility for a boarder. This includes the school day, boarding time, overnight accommodation, activities, educational visits and school-arranged travel. These arrangements apply to regular, weekly, flexi and temporary boarders, with appropriate account taken of their individual circumstances and needs.
135. Boarding staff are expected to be professionally curious and to respond to patterns of behaviour, changes in presentation, unexplained injuries, attendance concerns, emotional wellbeing concerns or other indicators that may suggest abuse, neglect or exploitation. Any safeguarding concern about a boarder must be shared promptly with the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) and recorded on MyConcern. The Head of Boarding is one of the School's DDSLs.
136. The Housemaster, Housemistress or Tutor may also be informed where appropriate, but this must not delay a safeguarding referral or response. iSAMS should be used for appropriate routine pastoral records rather than as an alternative to recording a safeguarding concern on MyConcern.
137. Any concern or allegation about the conduct of the Head of Boarding, the Housemaster, Housemistress or another adult must be reported in accordance with the sections of this policy dealing with allegations and low-level concerns about adults.
138. The DSL retains lead responsibility for safeguarding. The Head of Boarding, in their capacity as a DDSL, works closely with the DSL to manage safeguarding arrangements and responses relating to boarders.
139. The Housemaster and Housemistresses work under the leadership of the Head of Boarding and alongside the wider pastoral and safeguarding teams to promote the welfare, safety and development of every boarder.
140. There must be sufficient, appropriately trained and experienced staff on duty to supervise and support boarders. Boarders must know which members of staff are responsible for them and how to obtain help at any time. At night, at least one suitably experienced resident member of staff must be sleeping or on duty in each occupied boarding building and must be readily contactable by boarders. Boarding arrangements operate in accordance with the school's safer recruitment, visitor management and supervision procedures.
141. Boarding staff support and safeguard boarders by:
- knowing the whereabouts of boarders in Years 7–9 and being able to establish promptly the whereabouts of boarders in Years 10–13, in accordance with the school's age-appropriate arrangements;
  - using Orah and the agreed sign-in, sign-out and leave arrangements consistently;
  - carrying the boarding duty phone and responding promptly when contacted;
  - carrying out roll calls at the specified times;

- following the Missing Pupils Policy whenever a boarder's whereabouts cannot be established, including making an active search and contacting parents, carers, the police or emergency services as appropriate;
- considering the boarder's age, vulnerability, emotional state and the circumstances of the absence so that action can be taken without delay where there is an increased or immediate risk. Any times stated in the Missing Pupils Policy are maximum limits and do not prevent earlier escalation;
- communicating appropriately with the Medical Centre and following the General Health Policy, Boarding Medical Handbook and any individual medical, healthcare or welfare plan;
- helping boarders obtain timely access to appropriate physical, dental, optical, sexual and mental-health advice and services;
- ensuring that medicines are stored, administered and recorded in accordance with the school's medical procedures;
- ensuring that a boarder who is unwell receives appropriate care, supervision and accommodation;
- recording safeguarding concerns on MyConcern and using iSAMS for appropriate routine pastoral information;
- responding sensitively to boarding-specific needs, including homesickness, transitions between home and school, friendships and relationships, maintaining contact with home, and a boarder's reasonable need for privacy or time alone;
- enabling boarders to communicate privately with their parents, carers or other significant people, subject only to any necessary and proportionate safeguarding arrangements;
- ensuring boarders know how to seek support from the Head of Boarding, the Housemaster, Housemistresses, Tutors, nurses, counsellor, Chaplain, independent listener, boarding or ACHE prefects and appropriate external support services;
- following the School's Fire Risk Assessment and Fire Procedures, including the required boarding-time and night-time fire drills; and
- providing regular one-to-one pastoral or mentoring conversations in an appropriate setting, with suitable professional boundaries and safeguarding arrangements.

The following additional safeguarding and welfare arrangements apply within boarding:

142. During induction, boarders will be introduced to the expectations, arrangements and sources of support set out in the Boarders' Handbook, Child Protection and Safeguarding Policy, Relationships and Sex Education Policy, School Rules, Anti-Bullying Policy, Online Safety Policy and Boarders' Complaints Policy. This induction will be led or overseen by the Head of Boarding in their capacity as a DDSL.
143. Boarders will receive age-appropriate information about healthy and respectful relationships, consent, sexual behaviour, harmful sexual behaviour, sexual harassment and how to seek help. The School's position on sexual relationships between pupils is set out collectively in the Child Protection and Safeguarding Policy, Relationships and Sex Education Policy and School Rules.

144. The School adopts a zero-tolerance approach to child-on-child abuse. It must never be dismissed as “banter”, “just having a laugh”, “part of growing up” or similar behaviour. The absence of reported incidents does not mean that abuse is not taking place.
145. Staff must recognise that child-on-child abuse can take place inside or outside School and online. It may include bullying, cyberbullying, prejudice-based or discriminatory behaviour, abuse within intimate personal relationships, physical abuse, harmful sexual behaviour, sexual violence, sexual harassment, upskirting, initiation, and the making or sharing of nudes and semi-nudes.
146. The making or sharing of nudes and semi-nudes includes consensual and non-consensual behaviour and images that have been digitally altered or generated using artificial intelligence. Concerns must be managed in accordance with this policy and the School’s Online Safety Policy, without unnecessarily viewing, copying or distributing the image.
147. The School’s approach to child-on-child abuse will reflect the particular nature of boarding, including the risks associated with shared residential and overnight spaces, differences in age, vulnerability or status, and the possibility that harmful behaviour may continue beyond the school day.
148. All concerns about child-on-child abuse will be taken seriously and recorded, considered and investigated in accordance with this policy. Appropriate support will be provided for the child who has experienced the alleged abuse, the child alleged to have caused harm and any other affected children. The language used when speaking with or about the children involved will be considered carefully and sensitively.
149. Where necessary, individual risk and support plans will address accommodation, supervision, access to shared spaces, peer relationships and any significant gender imbalance. Plans will be kept under review and will give appropriate consideration to the wishes and feelings of the children involved.
150. Each boarding house will have clear, age-appropriate arrangements concerning the areas boarders may access and at what times. These arrangements will be explained during induction and reinforced as necessary. Any response to a breach will be proportionate and will take account of the circumstances and any underlying safeguarding concerns.
151. Truro School provides separate boarding accommodation for boys and girls. A child must not share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition must not include allowing a child to access boarding or residential accommodation designated for the opposite sex.
152. If a child does not wish to share a room with another child of the same biological sex, suitable alternative accommodation, such as a separate room, will be sought where possible. Any alternative arrangement must protect the safety, comfort, privacy and dignity of the child concerned and of other children.
153. Any request for support with social transition that affects boarding arrangements will be considered individually and sensitively in accordance with Keeping Children Safe in Education and the relevant sections of this policy. The DSL will be involved, the appropriate records will be maintained and arrangements will be reviewed regularly.
154. Boarders will receive clear guidance about the safe and appropriate use of phones and other devices. This will include content already stored on a device; access through 3G, 4G, 5G, tethering or other networks that may bypass the school’s filtering and monitoring systems; hidden or additional devices; the making, storing or sharing of images; and overnight device use.

155. Any search, screening or confiscation involving a boarder or their possessions must be carried out in accordance with the school's published policies and with appropriate regard to the pupil's dignity and safeguarding needs.
156. Boarders will be reminded that they may report a concern in person or through the school's established reporting arrangements. They may also speak with the independent listener or contact independent services such as Childline or the Children's Commissioner's Help at Hand service. The independent listener is independent of the school's management and day-to-day operation of boarding. Information about how to contact the independent listener will be displayed prominently within boarding houses and included in boarding induction materials. Boarders may contact external safeguarding agencies, advocacy services or helplines in private and without unnecessary delay. Contact information for these services will be readily available within the boarding houses.
157. Boarders will have appropriate opportunities to express their views about boarding life through house meetings, boarding councils, surveys, individual conversations and the complaints procedure. Their views will be listened to and considered, although they may not always determine the action taken.
158. Concerns and complaints will be taken seriously, and a boarder will not be penalised for raising a concern in good faith. Where a complaint includes a safeguarding concern, the safeguarding procedure will take priority and the concern must be reported promptly to the DSL or a DDSL.
159. Boarding and ACHE prefects may provide peer support and help new or younger boarders settle into boarding life. Their duties must be clearly defined, reasonable and supported by appropriate selection, training and staff supervision. Prefects must not investigate safeguarding concerns, administer punishments or take on responsibilities that properly belong to staff.
160. Where an educational guardian is required, responsibility for making the arrangement rests with the boarder's parents or carers. Truro School does not provide, arrange, select or appoint educational guardians. Guardianship arrangements must be made through an AEGIS-accredited guardianship organisation, in accordance with the School's Guardianship Policy.
161. Members of School staff must not act as educational guardians for boarders. After staying with an educational guardian or host family, a boarder must complete a welfare check-in form on returning to boarding. Boarding staff will review the form, follow up any issues raised and report safeguarding concerns promptly to the DSL or a DDSL in accordance with this policy.

### **Transition and information when children leave**

162. Where a child leaves the school and there are safeguarding concerns or relevant safeguarding records, the school will ensure that appropriate safeguarding information is transferred securely and promptly to the child's new education setting always within 5 working days of the child being placed on the roll of the new school.
163. Parents have the right to educate their child at home rather than at school. Where a parent informs the school that they intend to withdraw their child from roll in order to provide elective home education, the school will follow all relevant statutory requirements and local procedures. The school recognises its duty to notify the relevant local authority when a child is removed from the admission register for the purpose of elective home education and will provide such information as is required by law. Where the child is subject to a Child Protection Plan, Child in Need Plan, Education, Health and Care Plan, or where there are existing safeguarding concerns, the Designated Safeguarding Lead will ensure that

relevant information is shared with the local authority and other appropriate agencies in accordance with safeguarding and information-sharing requirements.

## Section 10: Child-on-child abuse

### **Recognising child-on-child abuse**

164. All staff should be clear as to the school's policy and procedures with regard 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, including rape, assault by penetration and sexual assault;
  - sexual harassment, including sexual comments, remarks, jokes and online sexual harassment;
  - harmful sexual behaviour, including unwanted or harmful sexualised behaviour and misogynistic behaviour;
  - physical behaviour of a sexual nature, for example deliberately brushing against someone, interfering with clothing, or displaying pictures, drawings or photos of a sexual nature
  - causing someone to engage in sexual activity without consent, including forcing someone to strip, touch themselves sexually or engage in sexual activity with another person;
  - online harassment including non-consensual sharing of images or videos, unwanted sexualised comments and messages, sharing of unwanted explicit content or coercing others into sharing images or performing acts that they are not comfortable with;
  - upskirting, which is a criminal offence;
  - consensual and non-consensual sharing of nudes and semi-nudes and other self-generated intimate images or videos, including images or videos generated or manipulated using artificial intelligence;
  - initiation/hazing type violence and rituals; and
  - physical assault or harm, or the threat of harm, including where a weapon is involved.
165. Child-on-child abuse can happen both inside and outside of school and online. It can be perpetrated by a single child or by a group of children and may involve children of the same age or different ages. Children may experience more than one form of harm at the same time.
166. Child on child abuse should be recognised as such and never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Pupils are taught to recognise such behaviours as abuse as part of the school's approach to safeguarding education.

### **Responding to child-on-child abuse**

167. Any allegation or concern about child-on-child abuse will be taken seriously and responded to promptly in accordance with Section 5 – Responding to safeguarding concerns.
168. The absence of reports does not mean that child-on-child abuse is not taking place; children may not feel able or ready to report their experiences.

169. The School will consider the individual circumstances of each case, including the nature and seriousness of the behaviour, the ages and developmental stages of the children involved, any power imbalance, the impact on the child who has experienced the behaviour, and any wider safeguarding concerns.
170. Where appropriate, concerns will be referred to children's social care and/or the police in accordance with Section 7. Where child-on-child abuse meets the threshold for significant harm, it will be treated as a child protection matter.
171. The school will consider the needs of the child or children who have displayed harmful behaviour. Such children may themselves have experienced abuse, exploitation or other harm and may require safeguarding support as well as appropriate behavioural or disciplinary action.

### **Sexual violence and sexual harassment**

172. The school has a zero-tolerance approach to sexual violence and sexual harassment. All reports will be taken seriously and dealt with swiftly and appropriately.
173. The school will follow the detailed procedures in the Procedure for Preventing and Responding to Sexual Violence and Sexual Harassment and the requirements of KCSIE Part 5.

### **Sharing nudes and semi-nudes**

174. The consensual and non-consensual sharing of nudes and semi-nudes can be a safeguarding concern. The school will respond in accordance with KCSIE and the current DfE guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.
175. Staff should not view, copy, download, save or forward an indecent image of a child, where a report is made; staff should follow the response arrangements in Section 5.

## Section 11: Specific safeguarding risks and extra-familial harm

176. This section gives a brief overview of some key specific safeguarding risks; however, more detail and additional risks can be found in Annex A of KCSIE.

### **Extra-familial harm and contextual safeguarding**

177. Safeguarding incidents and/or behaviours can be associated with factors outside the home and can occur between children outside the school. All staff should consider whether children are at risk of abuse of exploitation in situations outside their families.
178. Extra-familial harms can take a variety of forms, and children may be vulnerable to multiple harms, including sexual exploitation, criminal exploitation, serious youth violence, trafficking and online abuse. The school will consider the big picture for each child, including the child's peer group, school, neighbourhood, community, and online experiences.

### **Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE) and county lines**

179. CCE and CSE are forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal or sexual activity. A child may have been exploited even where the activity appears consensual. Children may experience multiple forms of exploitation and harm.
180. Staff should be alert to indicators including unexplained gifts or possessions, changes in relationships, unexplained absence, travelling to locations outside the child's usual area, changes in behavior or wellbeing, and signs of coercion or control.
181. County lines is a form of CCE and may involve children being exploited to transport drugs, money or other items, often involving violence, threats or intimidation.

### **Serious violence**

182. Staff should be aware of indicators that children may be at risk from, or involved in, serious violence. These may include increased absence, changes in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or changes in wellbeing, unexplained injuries, or unexplained gifts or possessions.

### **Domestic abuse**

183. 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 may also experience domestic abuse in their own intimate relationships. Domestic abuse can have a detrimental and long-term impact on a child's health, well-being, development, and ability to learn.
184. The school participates in Operation Encompass which operates in the majority of police forces across England. Notifications received from the police will be recorded and shared appropriately to support the child. The DSLs and DDSs are the named people for receiving notifications from the police via Operation Encompass.

### **So-called 'honour'-based abuse, FGM and forced marriage**

185. 'Honour' based abuse (HBA) encompasses incidents or crimes committed to protect or defend the perceived honour of a family and/or community, including FGM, forced marriage and other harmful practices such as breast ironing. All forms of HBA are abuse and should be handled and escalated as

safeguarding concerns.

186. Female genital mutilation (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 alert to who may be at risk of FGM, including particular concerns arising before or following a school holiday.
187. FGM is illegal in the UK. Where a teacher or healthcare professional discovers that FGM appears to have been carried out on a girl under the age of 18, the statutory duty to report this directly to the police applies. The teacher or health professional should inform the DSL that a report has been made, unless they have a good reason not to. Non-teaching staff who become aware that FGM has occurred should inform the DSL immediately.
188. Forcing a person into a marriage is a crime. 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. Threats can be physical, emotional, or psychological, and a person may be unable to provide full and free consent because of their circumstances or disability. Staff should raise concerns with the DSL and must not approach or involve family members where doing so could increase risk to the child.
189. The school will follow the current Forced Marriage Unit statutory guidance and multi-agency advice.

### **Preventing radicalisation**

190. Children can be vulnerable to extremist ideology and radicalisation.
191. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist or other extreme groups. There is no single way of identifying whether a child is susceptible to radicalisation; vulnerabilities may arise from a combination of personal, social, family, peer and online influence.
192. 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.
193. 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.
194. The school will follow the Prevent Duty guidance and local referral arrangements. Further information is contained in the school's Prevent Policy.

## Section 12: Allegations and concerns about adults working in or on behalf of the school

### General principles

195. The school recognises that it has a duty to safeguard children and to manage concerns or allegations about adults working in or on behalf of the school promptly, fairly, consistently and in accordance with statutory guidance.
196. This section applies to all adults working in or on behalf of the school, including employees, governors, trustees, volunteers, agency staff, supply teachers, trainee teachers, contractors and any other individual working with children.
197. The school will distinguish between:
  - Allegations that may meet the harm threshold; and
  - Concerns that do not meet the harm threshold (low-level concerns)

### Allegations that may meet the harm threshold

164. An allegation may meet the harm threshold where an adult working in or on behalf of the school has:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
198. Allegations or concerns that meet the harm threshold must be reported **immediately** to the Head or Prep Head and Senior or Prep DSL. If the Prep Head or Prep DSL are not present, the Head must immediately be informed.
199. Where the allegation concerns the DSL, it must be reported immediately to the Head or Prep Head.
200. Where the allegation concerns the Prep Head, it must be reported immediately to the Head who will consult the LADO without notifying the Prep Head first.
201. Where the allegation concerns the Head, it must be reported immediately to the Designated Safeguarding Governor, who will inform the MIST CEO without delay and then consult the LADO without notifying the Head first. The Designated Safeguarding Governor will inform the Chair of Governors.
202. The Head (or Designated Safeguarding Governor where appropriate) will consider whether the allegation meets the criteria for referral to the Local Authority Designated Officer (LADO) and will seek advice from the LADO as soon as an allegation or safeguarding concern about an adult is reported. Once the LADO has been informed, the Head will inform the MIST CEO without delay.
203. Where an allegation may constitute a criminal offence, the Head (or Designated Safeguarding Governor where appropriate), in consultation with the LADO, will consider whether the matter should be referred to the police. The school will not undertake an investigation or ask leading questions where this could prejudice a police investigation.

204. 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 where appropriate and following discussion with the LADO, if advised to do so;
- 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 consideration of whether suspension or suitable alternative arrangements are necessary following an individual risk assessment. 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 as required where there is an allegation of serious harm or abuse by any person living, working or looking after children in the EYFS, in accordance with the EYFS statutory framework;
- consider (with the MIST CEO) whether the incident is serious enough to warrant a notification to the Charity Commission.

205. 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.
- where the allegation relates to a supply teacher, trainee teacher, contractor or other individual employed by another organisation, the school will share relevant safeguarding information with the employer or agency, as appropriate, while managing the safeguarding concern in accordance with this policy.

206. 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**

207. A low-level concern is any concern, no matter how small, or even if it causes no more than a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the school's Staff Code of Conduct, including inappropriate conduct outside work; and
- Does not meet the harm threshold

208. Staff are encouraged to self-refer if they believe they have acted in a way that could be misinterpreted or is inconsistent with the Staff Code of Conduct,

209. Low-level concerns should be reported promptly to the DSL. All such concerns will be discussed with the Head or Prep Head.

210. The school promotes an open and transparent culture in which concerns about adults' behaviour are shared and recorded appropriately. Further details can be found in the Low-Level Concerns Policy

### **Supporting staff**

211. Staff and volunteers will be advised on the boundaries of appropriate behaviour as part of staff induction, ongoing safeguarding training and through the Staff and Volunteer Code of Conduct. Staff have access to support and guidance through the HR Director, the DSLs, the SSLT and PSLT, the Prep Head and the Head.

212. The school recognises that staff working with children who have suffered harm, or appear likely to suffer harm, may find safeguarding situations stressful and upsetting. Staff will be offered appropriate support, including opportunities to discuss concerns with the DSL, another senior member of staff, HR or a trade union representative where appropriate.

## Section 13: Safer recruitment

213. Our schools operate safer recruitment procedures in accordance with Keeping Children Safe in Education Part 3, including ensuring 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 appropriately trained. We maintain a single central record (SCR) demonstrating that the required pre-employment checks have been carried out on staff and other relevant individuals. 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.
214. All staff and volunteers who engage in regulated activity with children will be required to have an enhanced DBS check and children's barred list information, as appropriate to their role. This applies to all volunteers who engage in regulated activity where the relevant period condition is met: more than 3 days in a 30-day period, or once overnight between 2am and 6am with face-to-face contact. Should we dismiss or remove a member of staff or other person from regulated activity because they have harmed a child, pose a risk of harm to a child or we would 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 where applicable, the Teaching Regulation Agency (TRA).
215. At Truro School Prep, for EYFS provision, the school will comply with the notification requirements of the EYFS statutory framework, including notifying Ofsted as soon as reasonably practicable, and within the required timescale, of relevant allegations of harm or abuse involving a person who may have had contact with children in the provision, and of the action taken in response.

## Section 14: Staff training, supervision and safeguarding assurance

### **Induction**

216. All new staff including temporary staff, supply staff, trainee teachers, volunteers and contractors who work with children, will receive safeguarding and child protection induction as soon as practicable after commencing work.
217. Induction will include:
- This Child Protection and Safeguarding Policy (and related specific safeguarding policies);
  - The Staff and Volunteer Code of Conduct
  - The Positive Behaviour and Values Policy and School Rules
  - The identities and role of the DSL and deputy DSLs
  - Safeguarding reporting procedures
  - The School's filtering and monitoring arrangements and Online Safety Policy; and
  - Part One of Keeping Children Safe in Education

### **Whole-school safeguarding training**

218. All staff will receive safeguarding and child protection updates at least annually, and more frequently where required.
219. Safeguarding updates may be provided through staff meetings, briefings, email bulletins, professional development sessions or other appropriate methods to ensure staff remain aware of changes in legislation, local procedures and emerging safeguarding issues.
220. All staff and volunteers complete a full safeguarding and child protection update at least every 3 years (staff in EYFS are required to update their training every 2 years). Records of training are maintained by the HR Director.

### **Designated Safeguarding Lead and Deputy DSLs**

221. The DSL and Deputy DSLs will undertake formal safeguarding and child protection training appropriate to their role at least every two years (after initially completing Multi-Agency safeguarding training and DSL training).
222. In addition to formal training, the DSL and Deputy DSLs will update their knowledge and skills at regular intervals, and at least annually, through safeguarding networks, local partnership training, Prevent updates and other continuing professional development.
223. The DSL and Deputy DSLs will all complete Operation Encompass training and Prevent Plus training.
224. The Prep DSL will complete Safer Sleep training.



## 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, or feels unable to raise the concern internally, they should escalate their concern to:

- MIST CEO
- MIST Safeguarding Trustee ([fmynors.trustee@methodistschools.org.uk](mailto:fmynors.trustee@methodistschools.org.uk))
- The Trust's independent safeguarding consultant ([ceyre@methodistschools.org.uk](mailto: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 Advice Line on 0800 028 0285 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Annex 2 – School Policies on related safeguarding issues

All staff and volunteers should be familiar with the following policies and how they link to the Child Protection and Safeguarding Policy:

- Anti-Bullying Policy\*
- Anti-Racism Policy\*
- Positive Behaviour and Values Policy\*
- Disciplinary Policy
- Alcohol, Drugs and Tobacco Policy\*
- EAL Policy\*
- Equal Opportunities Policy\*
- Exclusions Policy\*
- First Aid Policy (and Care of Sick Children in the Pre-Prep Policy)\*
- Guardianship Agreement and Policy \*
- Health and Safety Policy\*
- Low Level Concerns Policy
- SEND and Learning Support Policy
- Missing Pupils Policy\* and Procedures
- Online Safety Policy\*
- PSHE Policy (PSHE including RSHE Policy in Prep)\*
- Restrictive Interventions including the Use of Reasonable Force 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\*
- Acceptable Use Policy – Pupil Agreement
- Acceptable Use Policy – Staff Guidelines
- Searching and Confiscation Policy\*
- 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@truroschoo.com](mailto:head@truroschoo.com)

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

### Annex 3 – Glossary of useful terms

**Abuse** - A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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 physical abuse, sexual abuse, emotional and psychological abuse, coercive and controlling behaviour and economic or financial abuse, 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. Children may be abused by an adult or adults, or another child or children. This includes in teenage relationships, or under the guise of 'honour' based abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession.

**Child criminal exploitation** - Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 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. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

**Child protection** - Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Child Sexual abuse** - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place in family settings, in institutional settings, online, and technology can be used to facilitate offline abuse. Child sexual abuse material available online may have been generated in a family environment. Online abuse can also take the form of cybergrooming or self-generated sexual content under coercion. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. A child of any age or gender can be a victim of sexual abuse.

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

**Children** – A person from birth to age 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

**Controlling or coercive behaviour** - Also known as coercive control, controlling or coercive behaviour is a form of domestic abuse. In 2015, the offence of controlling or coercive behaviour was introduced under Section 76 of the Serious Crime Act as a criminal offence. Controlling or coercive behaviour is included in the definition of domestic abuse in section 1(3)(c) of the Domestic Abuse Act 2021. Controlling or coercive behaviour is a pattern of abuse (on two or more occasions) that involves multiple behaviours and tactics used by a perpetrator to (but not limited to) hurt, humiliate, intimidate, exploit, isolate, and dominate the victim. It is an intentional pattern of behaviour used to exert power, control, or coercion over another person and can also be present in teenage relationships or between a child and adult. Controlling or coercive behaviour is often committed in conjunction with other forms of abuse and is often part of a wider pattern of abuse, including violent, sexual, or economic abuse. Children can be used to control or coerce the victim, for example, by frustrating child contact and/or child arrangements, telling the children to call the victim derogatory names or to hit the victim, or by threatening to abduct the children. This pattern of abuse causes fear, serious alarm and/or distress which can lead to a substantial adverse effect on a victim's day-to-day life. This can have a significant impact on children and young people. Section 68 of the Domestic Abuse Act 2021 came into force on 5 April 2023 and removed the 'living together' requirement for the controlling or coercive behaviour offence, which means that the offence applies to partners, ex-partners or family members, regardless of whether the victim and perpetrator live together. More information about controlling or coercive behaviour, including the impact on children can be found in the Controlling or coercive behaviour: statutory guidance and the Domestic Abuse Act 2021: statutory guidance.

**County lines** – A term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. This activity can happen locally as well as across the UK; no specified distance of travel is required. For further information see 'Criminal exploitation of children and vulnerable adults: county lines' guidance

**Domestic abuse** -The Domestic Abuse Act 2021 introduced the statutory definition of domestic abuse (section 1 of the Act). The statutory definition is clear that domestic abuse may be a single incident or a course of conduct which can encompass a wide range of abusive behaviours, including a) physical or sexual abuse; b) violent or threatening behaviour; c) controlling or coercive behaviour; d) economic abuse; and e) psychological, emotional, or other abuse such as 'honour' abuse, faith- or belief-based abuse, forced marriage, female genital mutilation or reproductive coercion, harassment and stalking. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the Domestic Abuse Act 2021). The definition ensures that different types of relationships are captured, including ex-partners and family members. All children can experience and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members, including where those being abusive do not live with the child. Experiencing domestic abuse can have a significant impact on children. Section 3 of the Domestic Abuse Act 2021 recognises the impact of domestic abuse on children (0 to 18), as victims in their own right, if they see, hear or experience the effects of abuse. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as teenage relationship abuse. Depending on the age of the young people, this may not be recognised in law under the statutory definition of domestic abuse (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The 'Domestic Abuse Act 2021: statutory guidance' provides further advice for frontline professionals who have responsibility for safeguarding and supporting victims of domestic abuse, including children. This guidance provides further information about the different forms of domestic abuse (including teenage relationship abuse and child to parent and carer abuse) and the impact of domestic abuse on children.

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

**Extra-familial contexts** - Extra-familial contexts include a range of environments outside the family home in which harm can occur. These can include peer groups, school, and community/public spaces, including known places in the community where there are concerns about risks to children (for example, parks, housing estates, shopping centres, takeaway restaurants, or transport hubs), as well as online, including social media or gaming platforms.

**Extra-familial harm** - Children may be at risk of or experiencing physical, sexual, or emotional abuse and exploitation in contexts outside their families or the home they live in, such as a children's home or foster home (see glossary definition of extra-familial contexts). While there is no legal definition for the term extra-familial harm, it is widely used to describe different forms of harm that occur outside the home. Children can be vulnerable to multiple forms of extra-familial harm from both adults and/or other children and harm may be perpetrated or facilitated by individuals or groups. Examples of extra-familial harm may include (but are not limited to): criminal exploitation (such as county lines and financial exploitation), serious violence, modern slavery and human trafficking, online harm, sexual exploitation (including group-based child sexual exploitation), child-on-child (non-familial) sexual abuse and other forms of harmful behaviour displayed by children towards their peers, abuse, and/or coercive control, children may experience in their own intimate relationships (sometimes called teenage relationship abuse), and the influences of extremism which could lead to radicalisation.

**Extremism** - Extremism is defined in the Prevent strategy as the 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.

**Financial exploitation** - Financial exploitation can take many forms. In this context, we use the term to describe exploitation which takes place for the purpose of money laundering. This is when criminals target children and adults and take advantage of an imbalance of power to coerce, control, manipulate or deceive them into facilitating the movement of illicit funds. This can include physical cash and/or payments through financial products, such as bank and cryptocurrency accounts.

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

**Kinship care** - When a child lives full-time or most of the time with a relative, friend or connected person and that person provides most or all of the child's care. It does not include parents, foster carers with no prior connection to the child, or anyone caring in a professional capacity. Kinship care arrangements can be formal (through legal orders or kinship fostering) or informal (family or friends caring without a formal agreement in place). The following are all types of kinship care arrangements however this list is not exhaustive:

a. Informal kinship care arrangements (not approved foster care) including:

i. A private family arrangement in which a close family member who does not hold parental responsibility, raises the child and

- the local authority has had no major role in making the arrangement for the child

- where a Family Court has not made an order in respect of the care of the child.

ii. Where a child under the age of 16 is being provided with accommodation for less than 28 days by an individual in their own home who is not a close relative

iii. Where a 16 or 17 year old is being provided with accommodation by an individual who is not a close relative in their own home

b. A private fostering arrangement in which someone who is not a close relative of the child looks after the child for 28 days or more (as per section 66(1)(a) and (b) of the Children Act 1989)

c. Where a 'lives with' child arrangements order has been granted in respect of the child, in favour of someone who is a friend or family member but is not the child's parent.

d. Where a special guardianship order has been granted appointing a friend or family member as the child's special guardian.

e. Where a child is a 'looked after child' by virtue of either an interim or final care order or being accommodated by the local authority (usually under section 20 of the Children Act 1989) and each of the following apply (this may be described as 'kinship foster care' or 'family and friends foster care'):

i. The child is being cared for by a friend or family member who is not their parent, and

ii. The friend or family member is approved as a local authority foster carer on a temporary basis or following full assessment.

f. Where an adoption order has been granted in respect of the child and, prior to the making of the order, the adopter was a friend or family member.

**Local authority designated officer (LADO)** - County level and unitary local authorities should ensure that allegations against people who work with children are not dealt with in isolation. Any action necessary to address corresponding welfare concerns in relation to the child or children involved should be taken without delay and in a coordinated manner. Local authorities should, in addition, have designated a particular officer, or team of officers (either as part of multi-agency arrangements or otherwise), to be involved in the management and oversight of allegations against people who work with children. Any such officer, or team of officers, should be sufficiently qualified and experienced to be able to fulfil this role effectively, for example, qualified social workers. Any new appointments to such a role, other than current or former designated officers moving between local authorities, should be qualified social workers. Arrangements should be put in place to ensure that any

allegations about those who work with children are passed to the designated officer, or team of officers, without delay.

**Maltreatment** - All forms of physical and/or emotional ill-treatment, sexual abuse, neglect, or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

**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, and shelter (including exclusion from home or abandonment) • protect a child from physical and emotional harm or danger • ensure adequate supervision (including the use of inadequate caregivers) • ensure access to appropriate medical care or treatment • provide suitable education It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

**Physical abuse** - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or 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.

**Relative** - The Children Act 1989 (section 105) defines a relative as in relation to a child, meaning a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by marriage or civil partnership) or step-parent. This guidance uses this definition and includes cousins when referring to relatives.

**Safeguarding and promoting the welfare of children** - 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 that is within or outside the home, including online • preventing impairment of children's mental and physical health or development • ensuring that children grow up in circumstances consistent with the provision of safe and effective care • promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children • taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

**Safeguarding partners** - A safeguarding partner in relation to a local authority area in England is defined under the Children Act 2004 as: (a) the local authority, (b) an integrated care board for an area any part of which falls within the local authority area, and (c) the chief officer of police for an area any part of which falls within the local authority area. The three safeguarding partners should agree on ways to co-ordinate their safeguarding services, act as a strategic leadership group in supporting and engaging others, and implement local and national learning, including from serious child safeguarding incidents. To fulfil this role, the 3 safeguarding partners must set out how they will work together and with any relevant agencies as well as arrangements for conducting local reviews.

**Serious violence** - Serious violence covers specific types of crime, such as homicide, knife crime, and gun crime, and areas of criminality where serious violence or its threat is inherent, such as in gangs and county lines drug dealing. It also includes crime threats faced in some areas of the country such as the use of corrosive substances as a weapon. For the purposes of the Serious Violence Duty, as per section 13 of the Police, Crime, Sentencing and Courts Act 2022, Serious Violence in the local area is violence that is serious in that area, taking account of: the maximum penalty which could be imposed for the offence (if any) involved in the violence, the impact of the violence on any victim, the prevalence of the violence in the area and the impact of the violence on the community in the area.

**Young carer** - A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary

work). Young adult carers are aged 16 to 25 and may have different support needs as they transition to adulthood

