

The Cornwall Independent School

SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY

This document which applies to the whole school, including the Early Years Foundation Stage (EYFS), is available on request, from the School Office, and can be made available in large print or other accessible format if required, from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This policy is a live document that is sensitive to our working practices and is subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

This policy is in accordance with the procedures agreed by the [Cornwall and the Isles of Scilly Safeguarding Children's Partnership](#) which is the school's local designated safeguarding partnership (LSCP) and the school fully complies with these procedures. The partnership comprises Cornwall Children's Services, the local NHS commissioning group and Devon and Cornwall Police.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force and other statutory and best practice documentation cited in this document.

Monitoring, Review and Adaptation: The text of this policy is **necessary** and proportionate to meet the needs of The Cornwall Independent School, supporting those who work with our pupils, **making clearer** the responsibilities of school staff, volunteers, the Governance Advisory Body. These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Governance Advisory Body is committed to regularly reviewing and updating our policies to ensure they remain relevant and effective in supporting our school's mission and values, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

The Policy Owner is **Miss Jayne Chapman (Designated Safeguarding Lead)**, supported by the Safeguarding Member of the Governance Advisory Board.

Reviewed: September 2026

Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements)



Miss Louise Adams
Headteacher



Mrs Carol de Labat
Governance Advisory Board Member
Advisory Board for Safeguarding

Key Safeguarding Personnel				
Role	Photo	Name	Telephone	Email
Chair of the Governance Advisory Board and member for Safeguarding		Mrs Carol de Labat	01736 752 612	admin@tcischool.co.uk
Designated Safeguarding Lead (DSL) – Designated Teacher for Looked After Children and Deputy Prevent Officer, and Medical/Allergy Lead		Miss Jayne Chapman	01736 752 612 Out of Hours: 07835 060 072	admin@tcischool.co.uk
Headteacher, Deputy Designated Safeguarding Lead (DDSL), Prevent Lead		Miss Louise Adams	01736 752 612 Out of Hours: 07835 060 072	admin@tcischool.co.uk
Deputy Designated Safeguarding Lead (DDSL), SENCO and senior mental health lead		Mrs Clare Hawkins	01736 752 612 Out of Hours: 07835 060 072	admin@tcischool.co.uk
Confidential safeguarding mailbox safeguarding.team@tcischool.co.uk				
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2026) *Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies.				
Report the allegation within one working day to the Local Authority Designated Officer (LADO)* for Cornwall and the Isles of Scilly who can be telephoned on: 01872 326536 or email: lado@cornwall.gov.uk If the LADO is unavailable, please contact the Safeguarding Children Partnership who can take your referral or assist with your inquiry on 0300 123 1116. The emergency team number (for outside of office hours and at weekends) is: 01208 251300 Email: massh@cornwall.gov.uk				

Mrs Carol de Labat, who is the designated Governance Advisory Board member for safeguarding, is responsible for the adoption of the policy in practice. She can be contacted through the school.

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PART 1: Policy

Definitions

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2026 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.
- taking action to enable all children to have the best outcomes.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe, including online, that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.

Child Protection is part of safeguarding and promoting the welfare of children and is defined in Working Together to Safeguard Children as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.

Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare. Effective safeguarding is anti-discriminatory and anti-racist. All practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability which can impact children and families' lives.

Introduction: At The Cornwall Independent School

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, their families, and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who encounters children has a role to play in identifying concerns, sharing information, and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The Cornwall Independent School is committed to safeguarding and promoting the welfare of children by:

- the provision of a safe environment in which children and young people can learn;
- acting on concerns about a child's welfare immediately and
- fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by The Cornwall Independent School will be in accordance with current legislation and guidance. The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Education Act 2002 Section 175 \(maintained schools only\)](#)
- [Education Act 2002 Section 157 \(Independent schools and Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#) (DfE: 2011 updated December 2021)
- [Working Together to Safeguard Children](#) (DfE: March 2026)
- [Keeping Children Safe in Education](#) (DfE: September 2026)
- [Information Sharing 2024](#)
- [What to do if you're worried a child is being abused](#) (DfE-00124-2015)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#) (updated 25 August 2026)
- [Use of reasonable force and other restrictive interventions guidance](#) (DfE: April 2026)

- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#) Section 3 of the Early Years Foundation Stage (EYFS) statutory framework should be read alongside this policy and Keeping Children Safe in Education where children aged 0 to 5 attend school-based nurseries or reception classes (KCSIE 2026).
- Local Guidance from the Local Safeguarding Children Partnership
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- How to report Low Level Concerns
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Complaints policy
- Behaviour policy, incl. pupil use of mobile and smart technology
- Relationships, Sex and Health Education/ PSHE
- Filtering and Monitoring policy
- Online Safety Policy
- Self-Harm
- Policy on Supporting Children in Care
- Attendance (including the safeguarding response to children who are absent or are missing from education)
- Health and Safety
- Mental Health and Wellbeing Policy
- Mobile phone and Devices policy
- Low-level concerns
- Physical Intervention (Including the use of Restrictive Interventions) Policy
- Anti-Bullying Policy
- Prevent Policy
- Sharing of Nudes and Semi-nudes' policy

Through regular monitoring, Headteachers should ensure that the above policies and procedures, adopted by the governance advisory board, are accessible, understood and followed by all staff.

Equality and diversity: With regards to safeguarding, we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under The Cornwall Independent School's equality statement and measurable objectives. Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy

The Cornwall Independent School also adheres to the principles of and promotes anti-oppressive practice in line of the [United Nations Convention on the Rights of the Child](#) and the [Human Rights Act 1998](#).

Overall Aims: This policy will contribute to the safeguarding of children at The Cornwall Independent School by:

- clarifying safeguarding expectations for members of the education setting's community, staff, volunteers, governance advisory board, learners, and their families;
- contributing to the establishment of a safe, resilient, and robust safeguarding culture in The Cornwall Independent School built on shared values; and that our learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice, and are listened to;

The Cornwall Independent School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential

- understanding extra-familial risks, recognising that The Cornwall Independent School site can be a location where harm can occur;
- setting expectations for developing knowledge and skills within The Cornwall Independent School community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them;
- early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety and
- working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership including Early Help/Family Help.

The Cornwall Independent School is named as a relevant agency in the Local Safeguarding Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the [Cornwall and the Isles of Scilly Safeguarding Children's Partnership](#) professional expectations, roles, and responsibilities.

Professional expectations, roles and responsibilities

Role of all staff

- All staff will read and understand Part 1 of Keeping Children Safe in Education (2026) in full. Those working directly with children will also read Annex A (Further information).
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing or are absent from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of the Governance Advisory Board, and Safeguarding Member of the Governance Advisory Board for safeguarding.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect.
 - requiring mental health support.
 - may benefit from early help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.
- Be clear as to The Cornwall Independent School policy and procedures about child-on-child abuse, children missing or absent from education and those requiring mental health support, and the impact of technology in relation to online safety including online filtering and monitoring processes.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using The Cornwall Independent School safeguarding systems.
- Be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

Role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL): Duties are further outlined in Keeping Children Safe in Education (2026, Annex B)

Details of our DSL and Deputy DSL and how to contact them are available on The Cornwall Independent School website, our newsletters, the notice board in the gatehouse and on posters throughout the school. **We also have a confidential safeguarding mailbox** safeguarding.team@tcischool.co.uk

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within The Cornwall Independent School.
- The DSL (and any deputies) have undertaken the Cornwall Council Advanced Child Protection Training to ensure they are compliant with the Cornwall Council requirement for DSLs.
- The DSL works with the Headteacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.

- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who need a social worker and may be experiencing abuse or neglect;
 - requiring mental health support;
 - who may benefit from early help/family help;
 - where there is a radicalisation concern and
 - where a crime may have been committed.

The DSL will also:

- work with others – acting as a point of contact for outside agencies about safeguarding;
- support and advise other staff in making referrals to other agencies;
- when required, liaise with the case manager and the Local Authority Designated Officer (LADO) Service in relation to child protection cases which concern a staff member;
- coordinate regular safeguarding training and updates and raise awareness and understanding to the school community around policies and practice in relation to safeguarding;
- help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are;
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort;
 - are supported to identify the challenges that children in this group might face and
 - provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
- ensure the secure transfer of the Child Protection File when a child moves to a new setting-within 5 days for in year transfer or the first 5 days of the start of a new term;
- arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, e.g. attendance at Strategy and Initial Child Protection Conferences out of term time and share out of term time contact details with the Local Authority;
- work with the SLT member who has lead responsibility filtering and monitoring systems to monitor and ensure their effectiveness and know how to escalate concerns when identified. Support the Filtering and Monitoring lead in conducting an annual review on filtering and monitoring which is presented to the Chair of the Governance Advisory Board and the Governance Advisory Board;
- support the role and duties of the named lead for health, safety and site security and
- understand and reflect the views, wishes and experiences of children.

The Chair of the Governance Advisory Board will also ensure the school has an appropriate filtering system (Smoothwall) which is monitored and relevant actions taken, and that the leadership team and all staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified.

Concerns and allegations management: The Chair of the Governance Advisory Board are responsible for liaising with the Local Authority Designated Officer (LADO) and other partner agencies in the event of an allegation of abuse being made against the Headteacher. See also 'Managing concerns and allegations against staff'.

Audit: The Chair of the Governance Advisory Board's nominated member of the Governance Advisory Board for safeguarding collaborates with the Headteacher and the DSL & DDSL'S to complete an annual safeguarding audit this is in a cycle which consists of peer review and submission to the local authority.

Role of the Chair of the Governance Advisory Board: Duties are further outlined in Keeping Children Safe in Education (2026, Part 2). There is a senior board level lead who takes responsibility for The Cornwall Independent School safeguarding

responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

As the key strategic decision maker and vision settler for the school, the chair of the governance advisory board will make sure that our policies and procedures are in line with national and local safeguarding requirements. The Chair of the Governance Advisory Board will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/ Teaching	Policy/ Procedures	Key safeguarding roles
• Whole school approach to broad and balanced curriculum embedding safeguarding teaching. • DSL & DDSL'S training • Designated teacher training • KCSiE (2026) Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children) • Staff training, including regular safeguarding updates • Children taught about keeping safe online • Online safety training for staff • Preventing radicalisation • Teaching staff confidence to deliver RSHE/ PSHE to all pupils • Annual review of online safety arrangements	• Child-on-child abuse • Pupil voice • Online safety • Whistleblowing • Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct • Early help • Mental health • Multi-agency working • Children who are absent and/or missing from education • Children with SEND and a physical health issue • Reporting abuse, incl. dealing with a child at immediate risk • Female genital mutilation (FGM) • Behaviour policy • Relationships, Sex and Health Education (RSHE) policy • Staff contribution to policy • Safeguarding policy review	• Designated Safeguarding Lead (DSL) who is a senior member of the leadership team. • Deputy Designated Safeguarding Lead (DDSL) • Designated teacher for looked-after children (even if there are none on roll) • Mental health leads • Pastoral and well-being staff • Nominated Governance Advisory Board member for whistleblowing - Mrs. Carol de Labat • Nominated member of staff for filtering and monitoring & online safety. • Filtering and monitoring & online safety lead. • Attendance monitor • Attendance champion

Safer recruitment and safer working practice: Our Chair of the Governance Advisory Board monitors The Cornwall Independent School's safer recruitment practice, including scrutiny around the DSL and/ or Headteacher monitoring of the Single Central Record (SCR).

- The appointed Safeguarding Member of the Governance Advisory Board will liaise with the Headteacher and the DSL to produce an annual report for the Chair of the Governance Advisory Board and complete the annual Section 175/157 audit that is a statutory safeguarding self-assessment that The Cornwall Independent School must complete to prove they keep children safe and available Cornwall Council.
 - Ensure that the school remedies any actions brought to its attention without delay.
 - Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have the appropriate status, authority, skills and experience within the school to carry out the duties of the post.
- Ensure that they attend Cornwall training and that safeguarding learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education) and [Delete as appropriate] [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-years-foundation-stage-eyps-statutory-framework)
- Ensure that teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (DfE 2026, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.

- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that The Cornwall Independent School has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of The Cornwall Independent School online safety practices including filtering and monitoring.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.
- Receive an annual filtering and monitoring assurance report and review the effectiveness of arrangements.

The Cornwall Independent School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education, Part Three' (2026), ensuring we maintain an accurate Single Central Record.

- This includes scrutinising applicants, by verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and identifying any gaps within this, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. An enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing act 2026.
- Applicants must provide an application form, and Curriculum Vitae will not be accepted as a stand-alone.
- The Cornwall Independent School will conduct online searches as part of our due diligence checks on short listed candidates and inform them of this.
- All recruitment materials will include reference to The Cornwall Independent School's commitment to safeguarding and promoting the wellbeing of learners.
- Where applicable, third-party assurances are sought for contractors who are required on site, including identification checks on arrival.
- Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Work Experience: Where a person supervising a child on a work experience placement for a child under the age of 16, provides teaching, training, instruction, care or supervision frequently, on more than 3 days in a 30-day period, or overnight, this is regulated activity and an Enhanced DBS with barred list check will be requested.

The Cornwall Independent School cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, The Cornwall Independent School will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place before any placement begins.

Visitors: All visitors complete a signing in/out process, wear a school visitors ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school. Scheduled visitors in a professional role (e.g. fire officer, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

Safeguarding training for staff

Induction: The welfare of all our pupils is of paramount importance. All staff including Chair of the Governance Advisory Board and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our written induction schedule for staff also includes:

- Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE (DfE: September 2026 – KCSiE 2026 Part One – KCSiE 2026 Part One Overview for All Staff)
- Whistleblowing policy

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- Behaviour Policy (pupils)
- Staff Behaviour Policy (or Code of Conduct)
- Role and identities of the DSL and DDSL
- The Cornwall Independent School's response to children who are absent and/or missing from education, and The Cornwall Independent School's protocol about managing absence.
- Procedure to follow in case of an allegation being raised against an adult.
- Professional disagreement and escalation including the Clossop Case Resolution Protocol.
- Plan of support for individuals appropriate to the role for which they have been hired.
- Training on the appropriate use of the CPOMS system for recording and sharing information/concerns.
- Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct Opportunities for the new member of staff to discuss any issues or concerns about their role or responsibilities.
- We will follow an induction programme and assign mentor to support new teachers.

The Cornwall Independent School has clear management processes whereby any general concerns or issues about the person's ability or suitability will be addressed. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety, and this is updated as necessary.

Advanced training: The DSL & DDSL's have additional multi agency training (level 3) which is updated every two years as a minimum. The DSL & DDSL's also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other DSL & DDSL's.

Safer Recruitment: At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum.

Designated Teacher for Children Looked After and Children Previously Looked after: The designated teacher for looked after children has attended training specific to the role.

Staff support: Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governance Advisory Board: As well as the school's safeguarding induction programme, all Governance Advisory Board members receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated annually. Our Governance Advisory Board Members are also encouraged to attend whole school safeguarding and child protection training.

All staff: Will receive appropriate safeguarding and child protection refresher training at least annually (via formal training, email e-bulletins and staff meetings). Any member of staff who is not present at this whole school session will undertake this statutory training requirement on their return.

- Will receive online safety and cybersecurity training annually.
- Must complete Female Genital Mutilation (FGM) awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training annually. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Will receive training which includes clear reference to staff codes of behaviour and professional boundaries, and on the reporting of low-level concerns, internal whistleblowing policy and guidance for escalation. All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Designated Safeguarding Lead and deputies:

- will undergo formal training provided by the Cornwall Council to provide them with the knowledge and skills and training (including online safety) required to carry out the role. The training will be updated every two years;

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- deputies will be trained to the same level as the DSL and
- the DSL and any deputies will liaise with the SVPP and SEA team to ensure that their knowledge and skills are updated. This could be via e-bulletins, attending DSL forum meetings, attending additional training and taking time to read and digest safeguarding developments.

Other training considerations:

- the Governance Advisory Board will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009;
- members of the senior leadership team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration;
- the Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care;
- the mental health lead has access to appropriate training;
- training around safeguarding issues in Annex A (including online safety and filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach;
- staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies and
- the Chair of the Governance Advisory Board members receive appropriate safeguarding and child protection training at induction.

A culture of listening to children: We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The Cornwall Independent School's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys including the School Council; this data informs our practice and policies.

Safeguarding in the curriculum: The Cornwall Independent School is dedicated to ensuring that children are taught about how to keep themselves and others safe, including online. We recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). This is part of a broad and balanced curriculum. This includes:

- working within statutory guidance in respect to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-statutory-guidance); and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

The Personal, Social, Health and Economic Education (PSHEE) and Citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:

- developing pupil self-esteem and communication skills;
- developing strategies for self-protection including online safety;
- developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent);
- exploring key issues at an age-appropriate stage such as:
 - healthy and respectful relationships;
 - boundaries and consent;
 - stereotyping, prejudice and equality;
 - body confidence and self-esteem;
 - how to recognise an abusive relationship, including coercive and controlling behaviour;
 - the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and FGM, and how to access support, and
 - what constitutes sexual harassment and sexual violence and why these are always unacceptable.

- a whole-setting preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict;
- appropriate filtering and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. (Further information can be found in KCSIE 2026);
- the curriculum will be shaped to respond to safeguarding incident patterns in The Cornwall Independent School identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents);
- providing engagement opportunities with parents and carers to consult on key aspects of the curriculum and
- enabling learners to inform the curriculum via discussions with the school council.

Site Safety: Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers)

Where the school's premises are hired or rented to another organisation, The Cornwall Independent School will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including inspecting these where needed, and will ensure there are arrangements for the provider to liaise with the school on safeguarding matters. Safeguarding requirements will be included as a condition of use in any lease or hire agreement, and failure to comply with this could lead to termination of that agreement.

The school maintains comprehensive emergency preparedness plans to respond to emergencies and critical incidents, in line with the requirements of Martyn's Law. These plans include procedures for evacuation to an alternative premises, invacuation to a designated safe internal area, lockdown arrangements. Regular practice drills are conducted to ensure staff and children are familiar with emergency procedures and can respond effectively.

Child absconding/missing from site: Any incident where a pupil leaves the school site without permission, leaves staff supervision, or where their whereabouts become unknown will be treated as a safeguarding incident. The school's response will be proportionate to the child's age, understanding, vulnerabilities and level of assessed risk. The DSL will be informed immediately, a search of the school grounds should be undertaken, parents/carers contacted, and where vulnerability factors are identified, the police and Children's Social Care will be notified. All incidents will be recorded as safeguarding, reviewed and used to inform future risk assessment and safeguarding planning.

Off site visits and exchange visits: We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Use of restrictive interventions: At The Cornwall Independent School, our aim is to create a safe, secure and supportive environment for all our pupils and staff. There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance [Use of reasonable force and other restrictive interventions guidance](https://www.gov.uk/guidance/use-of-reasonable-force-and-other-restrictive-interventions-guidance)
- There is robust recording and reporting of any incident where restrictive interventions including reasonable force and seclusion have been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.
- Further details can be found in our behaviour policy/use of restrictive interventions policy. ([link to policy](#))

Whistleblowing procedures: Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- staff can contact Mrs Carol de Labat of the Governance Advisory Board with whistleblowing concerns. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00PM, Monday to Friday and email: help@nspcc.org.uk Child Protection Helpline: 0808 800 5000 Childline: Tel: 0800 1111 www.childline.org.uk
- general guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>;
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and staff notice boards).

Early Years settings within schools including reception age children:

Legal and policy framework: As an early years provider delivering the Early Years Foundation Stage (EYFS) reception class [programme, we are required to meet the specific safeguarding and child protection duties set out in the [Childcare Act 2006](#) , the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and other related statutory guidance. The Cornwall Independent School will ensure that children taught in the reception class are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Suitable people: When employing early years staff, we will follow the school's Safer Recruitment processes to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

We will not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. Staff policies will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, we will follow the schools' policy. We will also inform Ofsted as soon as possible or within 14 days of any allegations of serious harm or abuse by anyone, working or looking after children at the premises whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit. Where early years staff are taking medication that may affect their ability to care for young children, they need to notify the Headteacher and seek medical advice. Practitioners will only be allowed to directly work with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, at all times.

Staff training, skills and supervision: We will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all early year's staff who have contact with children and families will receive supervision that helps them to effectively safeguard children by providing opportunities to discuss any issues – particularly concerning children's development or well-being, including child protection concerns and Identify solutions to address issues as they arise;
- all early year's staff are able to communicate effectively in English both orally and in writing;
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips and
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

Staff ratios: We will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers and
- children are kept within staff sight and hearing at all times.

For before and after school provision, we will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

Health: We will:

- promote the health of children attending the early years provision;
- take necessary steps to stop the spread of infection;
- administer medicines only in line with the school's policy;
- take appropriate action where children are ill;
- ensure any meals provided are nutritious and prepared in a hygienic manner; and
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

Health and safety and suitability of premises: We will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

We have specific procedures for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as procedures for dealing with uncollected children.

Managing behaviour: We will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school policy, local procedures and any plans which will be specific for each child depending on their situation. We will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

Attendance: Although statutory attendance requirements apply from the term after a child turns five, we recognise the importance of establishing strong attendance habits from the earliest stages of education. Regular attendance in early years lays the foundation for future learning, wellbeing, and safeguarding.

1. Expectations and Responsibilities

- Parents and carers are expected to ensure that children attend their early years provision regularly and punctually, even if attendance is not yet compulsory.
- We will maintain accurate daily attendance records for all children in our provision.
- Absences should be reported by parents/carers on the first day, with a clear reason provided. Unexplained or prolonged absences will be followed up in line with safeguarding procedures.

2. Safeguarding and Early Intervention

- In line with Keeping Children Safe in Education (2026) and the EYFS statutory framework, persistent or unexplained absence in early years may be treated as a safeguarding concern.
- We will make timely contact with parents and carers and escalate concerns where necessary, including the use of multiple emergency contacts and referrals to external agencies if appropriate.
- Attendance concerns will be addressed through early help processes, with support offered to families to overcome barriers such as routines, transport, or health-related issues.

3. Promoting Positive Attendance

- We will work in partnership with parents to promote the benefits of regular attendance from the outset, using induction meetings, newsletters, and parent workshops to reinforce expectations.
- Staff are trained to recognise the impact of absence in early years and to respond with sensitivity and support.

PART 2: Procedures

Reporting concerns: All staff are clear about recording and reporting concerns to the DSL/Deputy DSL in a timely way. In the case a learner is in immediate danger, staff should phone the police. All staff are aware of and follow the procedures to respond to a concern about a child. This includes responses to child-on-child harm and learners who present with a mental health need. At The Cornwall Independent School children can raise their concerns via any member of staff and they will be treated seriously.

The Cornwall Independent School is committed to work in partnership with parents and carers. In most situations, the DSL will discuss initial concerns with them. However, the DSL & DDSL'S will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime and
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

Responding to concerns/disclosures of abuse: Staff adhere to the school's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries;
- postpone or delay the opportunity for the child to talk;
- take notes while the child is speaking or ask the child to write an account;
- try to investigate the allegation;
- promise confidentiality e.g. say they will keep 'the secret';
- approach or inform the alleged abuser and
- view any images that a child has sent or received on a mobile phone or other device.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the DSL & DDSL'S using the standard form. It is the responsibility of each adult in school to ensure that the DSL & DDSL'S receives the record of concern without delay. In the absence of the DSL & DDSL'S, staff members know to speak directly to the Multi-Agency Support and Safeguarding Hub (MASSH). In some circumstances, the DSL & DDSL'S or member of staff seeks advice by ringing the MASSH for advice.

- The DSL & DDSL'S will liaise with safeguarding partners and work with other agencies in line with Working Together (2026) and will refer to National Police Chief's Council (NPCC) guidance for schools to understand when they should consider calling the police.
- The DSL & DDSL'S will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
- The DSL & DDSL'S consistently monitors all children with concerns, whether a request for service to the Cornwall MASSH or appropriate Local Authority Children's Services has been made or not.
- During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The DSL & DDSL'S provides feedback to any staff who share concern/s.
- The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Managing concerns and allegations against staff (including supply teachers, volunteers and contractors, and those from organisations or individuals using The Cornwall Independent School premises): The Cornwall Independent School follows the procedure set out by the CIOS Safeguarding Partnership.

Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at The Cornwall Independent School, including supply staff and contractors, and those from organisations or individuals using The Cornwall Independent School premises, they must immediately consult the Headteacher who will refer to the local authority Designated Officer (LADO).

Any concern or allegation against the Headteacher will be reported to the Chair of the Governance Advisory Board without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. The Cornwall Independent School promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read and signed to confirm they have understood the School's Staff Behaviour Policy (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour. Concerns and allegations relating to supply staff and contractors will be reported to their employers for investigation and potential referral to LADO.

The Cornwall Independent School will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the LADO. This is the Headteacher or where the Headteacher is the subject of an allegation, the Chair of the Governance Advisory Board.

Record keeping

The school:

- liaises with partner organisations (alternative provisions, Cornwall Council, other relevant local authorities etc.) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
 - by the setting/school/organisation previously attended by the child.
 - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

The school:

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using CPOMS, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme, etc.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

Information Sharing: The Cornwall Independent School is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018, UK General Data Protection Regulations and the Data (Use and Access) Act 2025. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at The Cornwall Independent School are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- They should refer to [Information Sharing for Safeguarding Practitioners 2024](#).

There may be times when it is necessary to share information without consent such as:

- to gain consent would place the child at risk;
- by doing so will compromise a criminal investigation;
- It cannot be reasonably expected that a practitioner gains consent and
- if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when The Cornwall Independent School will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt The Cornwall Independent School will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Identifying and monitoring the needs of vulnerable learners: The DSL and Deputy DSL will regularly review and monitor those children who have been identified as vulnerable and those children who are potentially at greater risk or harm. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker, including those in kinship care, will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

Multi-agency working: We recognise that education providers have daily contact with most children and families, and we are uniquely placed to identify concerns and, with partners as appropriate, address them early.

The Cornwall Independent School will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2026](#).

All staff are aware of the criteria and process for community-based Family Help assessments including the level of need, for when a case should be referred to Family Help support and services provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

All staff are aware of the criteria and process, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)

- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)

Referrals in these cases should be made by the DSL (or Deputy DSL) to Children's Social Care in the Local Authority in which that child resides.

The Cornwall Independent School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes providing written reports and ensuring representation at inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, The Cornwall Independent School will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to part-time timetable, the school will consult with relevant agencies and the virtual school.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, The Cornwall Independent School will liaise with the Police who will consider a proportionate response.

- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#) can be helpful or contact the local PCSO/School Link Officer/Neighbourhood Team.
- If we are managing a critical incident involving a child, Cornwall Council will be contacted.

A critical incident may be defined as any sudden and unexpected incident or sequence of events which cause trauma within a school community, and which overwhelms the normal coping mechanisms of that setting.

Critical Incidents affecting The Cornwall Independent School may include:

- property failure;
- the death of a pupil(s) or member(s) of staff through sudden accident, murder, terminal illness or suspected suicide;
- a serious accident involving pupils and The Cornwall Independent School personnel on or off premises;
- a violent attack or violent intrusion onto premises, e.g. involving an armed intruder or a bomb alert;
- fire, flood, building collapse or major vandalism in The Cornwall Independent School;
- a hostage situation and
- a significant event in the community, e.g. transport accident, terrorism.

Whatever the scale of the incident, the effect on the individuals involved can be equally devastating. Further advice and guidance can be found here [Cornwall Council's Safeguarding Hub](#) or contact their dedicated response teams directly.

Suspensions, permanent exclusions, and commissioning of Alternative Provisions.

To be read in conjunction with the Behaviour Policy.

The Cornwall Independent School recognises that children who are suspended or permanently excluded may be vulnerable to a range of safeguarding concerns and that such actions can increase a child's risk of harm, exploitation, poor mental health, serious violence, criminal involvement, and becoming missing from education.

The school will ensure that safeguarding remains central to all decision-making relating to suspensions and permanent exclusions. Staff will consider whether a child's behaviour may be an indicator of unmet safeguarding needs, abuse, neglect, exploitation, trauma, mental health concerns, family difficulties, or special educational needs and disabilities (SEND).

The Cornwall Independent School will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#);
- that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#)) (updated 2024);
- and takes into consideration the learner's rights under the [Human Rights Act 1998](#) and
- Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions](#).

Actions to take:

- Ensure safeguarding considerations form part of all decision-making processes.
- Consider whether behaviour is linked to an underlying safeguarding concern or unmet need.
- Involve the Designated Safeguarding Lead (DSL) where safeguarding concerns are identified, suspected, or known.
- Consider whether Early Help, Children's Social Care, mental health support, or other multi-agency interventions are required.
- Notify the Statutory Virtual School of a suspension or permanent exclusion of a Looked After Child
- Remain alert to the heightened risk of children who are suspended or permanently excluded becoming missing from education, experiencing child criminal exploitation, child sexual exploitation, or becoming involved in serious violence.
- Work collaboratively with parents/carers, the local authority, alternative providers, and other relevant agencies to promote the child's safety and welfare.
- Ensure that safeguarding arrangements remain effective throughout any suspension period and during transitions to alternative provision or other educational settings.
- Transfer child protection records, safeguarding files, risk assessments, and any other relevant welfare information securely and without delay when a child moves to another education provider following permanent exclusion.

The Cornwall Independent School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential

The school acknowledges that a permanent exclusion should never be viewed solely as a behaviour matter and will take all reasonable steps to identify, assess, and address any underlying safeguarding vulnerabilities affecting the child.

Commissioning Alternative Provisions: When commissioning Alternative Provision, we will have regard to statutory and non-statutory guidance:

[Alternative provision - GOV.UK](#)

[Non-school alternative provision: voluntary national standards - GOV.UK](#)

[Education for children with health needs who cannot attend school - GOV.UK](#)

In accordance with KCSIE 2026, if a pupil who is on role at The Cornwall Independent School attends an Alternative Provision, we will continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the provision is meeting the needs of the pupil. Before one of our pupils attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. The school will remind the provider of their duty to notify us of any staff changes or risks. We understand that good practice highlights the importance of a member of school staff visiting The Cornwall Independent School before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement.

We will ensure there is a clear agreement of roles and responsibilities to maintain safeguarding and daily monitoring of attendance arrangements for learners who are not taught on site. An accurate record will be kept of where the child is, including all sites attended through Alternative Provision. When a child who is on role at The Cornwall Independent School is attending an alternative provision, half-termly visits will be undertaken by a member of school staff to see that child to ensure the safety and suitability of the provision. Where possible, we will always look to use an alternative provision that are on Cornwall Alternative Provision Approved Register [Alternative Provision Service Information | Right Choice](#). If a safeguarding concern arises for a child within their Alternative Provision, the school will look to immediately review or end the placement.

Children Missing from Education: (To be read in conjunction with the Attendance Policy.) A learner missing or absent from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing or are absent from education, particularly on repeat occasions.

The Cornwall Independent School will follow the guidance detailed in [Children Missing Education \(2016\)](#), [Working together to improve school attendance 2026](#) and Cornwall Council policy for Children Missing from Education. We will comply with submitting attendance returns to the Local Authority within the agreed timescales.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more,
- or who has been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

Elective Home Education: Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, The Cornwall Independent School, and other key professionals will work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child is subject to a child protection plan or has an Education, Health and Care plan this will need to be reviewed with the local authority, working closely with parents and carers.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 The Cornwall Independent School will notify the Local Authority when a pupil's name is deleted from the admission register. Safeguarding concerns will be shared with the Education Welfare Service and where required, a request for additional support from children's services will be made in line with the Children Act 1989.

Responding to allegations of abuse made against adults working in The Cornwall Independent School: Staff must report any concerns or allegations about a professional's behaviour (including supply staff, trainee teachers, volunteers, and contractors and those from organisations or individuals using the school premises) where they may have;

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

On being advised of an allegation which meets any or all of the above criteria, the designated safeguarding lead / case manager (schools) should contact the Local Authority Designated Officer (LADO) within **ONE working day**.

Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Headteacher who will follow guidance in Keeping Children Safe in Education (DfE 2026, Part four: Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors).
- If the concern relates to Headteacher it should be reported to the Chair of the Governance Advisory Board, who will liaise with the Local Authority Designated Officer (LADO) - Cornwall Council and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Where allegations concern a trainee teacher, the school will progress the matter with the LADO in the same way as for any other member of staff, while continuing to liaise with the initial teacher training (ITT) provider (KCSIE 2026, Part Four).
- Allegations regarding foster carers should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

Low level concerns: This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2026). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

The Cornwall Independent School provides a clear procedure for sharing low level concerns. Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the Headteacher via the low-level concern form, located on the board in the staff room or the staffs' shared drive. If the low-level concern is about the headteacher, this must be reported directly the chair of governance advisory board.

Reports about supply staff and contractors should be notified to their employers (by the Headteacher), so any potential patterns of inappropriate behaviour can be identified. The Headteacher may meet with the DSL to discuss the concern and decide if in fact the concern does meet the harm threshold and if a referral to the LADO is required, or if the matter can be dealt with by the school. If the school was in any doubt as to whether the information which has been shared about a member of staff in fact meets the harm threshold, the school will consult with the LADO.

The Cornwall Independent School creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

- The headteacher will address unprofessional behaviour and support the individual to correct it at an early-stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- The headteacher and DSL will review and correct any deficits in The Cornwall Independent School safeguarding system.

Children at greater risk of harm: Whilst all children should be protected, all staff and the Chair of the Governance Advisory Board recognise that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:

- children who need a social worker;
- children who are absent from education;
- elective home Education;

- children requiring mental health support;
- looked after children and previously looked after children;
- care leavers;
- young carers;
- children in the court system;
- children affected by parental offending/imprisonment;
- children in Kinship Care;
- children with special educational needs, disabilities or health issues;
- children with medical conditions;
- children who are lesbian, gay or bisexual;
- children who are questioning their gender and
- children with Special Education Needs and Disabilities (SEND) or physical health issues. The Cornwall Independent School never assumes that behaviour, mood or injury relates to the child's additional needs without further exploration.

There are also specific areas of safeguarding that can impact on children and families and their ability to keep safe:

- child Exploitation- including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking;
- cybercrime;
- domestic Abuse;
- homelessness;
- honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage);
- online Safety;
- mental health;
- child on child abuse;
- radicalisation;
- serious Youth Violence;
- substance Misuse and
- private Fostering;

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education Annex A (DfE 2026); the [NSPCC website - Types of Abuse](#).

Responding to incidents of child-on-child abuse (including harassment and violence) and extra-familial safeguarding concerns

Child-on-child abuse: All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child abuse and child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online. Child-on-child abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers (teenage relationship abuse);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- physical assault and harm, or the threat of harm with a weapon;
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry;
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- causing someone to engage in sexual activity without consent;
- initiation/hazing type violence and rituals;
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting) and

- sexual violence and sexual harassment between children, as defined by Sexual Offences Act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

We recognise that, for some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys' perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously regardless of the sex of those involved (KCSIE 2026, para 191).

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, who may themselves need support; it is preventable, and staff have a responsibility to report any concerns to the DSL regardless of whether the incident happened on or off site.

Sexual harassment and violence between children can be linked to wider cultures of misogyny; The Cornwall Independent School will consider this link when planning its curriculum and pastoral response.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such, not managed through the systems set out in the behaviour policy.

- Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through The Cornwall Independent School safeguarding team and pastoral system and the support will be regularly monitored and reviewed;
- We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future and
- We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education;
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously;
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern and
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school DSL/ Deputy DSL.

Child-on-child sexual harassment and sexual violence: The DSL will follow local and national guidance when there has been signs, reports or concerns of Harmful Sexual Behaviour (HSB), child-on-child sexual harassment and sexual violence having due regard of Part 5 of Keeping Children Safe in Education. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children.

The Cornwall Harmful Sexual Behaviours protocol should be utilised to inform assessment of risk and what actions to subsequently take. Any assessments need to take an extra-familial safeguarding approach to consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The Cornwall Independent School will consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made. Where a report includes an online element, we will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes](#)

[and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.
- The Lucy Faithfull Foundation can provide support to anyone with concerns about child sexual abuse [Helpline - Stop It Now](#)
- The Lucy Faithfull Foundation's, Shore Space, offers a confidential chat service for teenagers worried about sexual behaviour. [Home - Shore](#)

Extra familial safeguarding approach to child-on-child abuse: The Cornwall Independent School will minimise the risk of child-on-child abuse by understanding extra-familial risks and will increase safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood. Following any incidents of child-on-child abuse, the DSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics in the curriculum.

In safeguarding, **ROTH** stands **For Risk Outside the Home** (sometimes called extrafamilial harm or contextual safeguarding). It refers to the safety threats young people face in schools, online, peer groups, or the wider community rather than within their immediate family. The specific implementation procedures in Cornwall are managed directly through local multi-agency protocols and the [Cornwall Children's Services Procedures Manual](#).

Mental health and wellbeing: Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. 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, and or may require early help support or the involvement of a more specialist service. This can include self-harm, signs of an eating disorder, suicidal ideation or suicide. Where a mental health concern may indicate that a child is suffering, or is at risk of suffering, abuse, neglect or exploitation, staff will follow The Cornwall Independent School usual safeguarding reporting route to the DSL without delay, so the concern can be assessed alongside any other information held about the child (KCSIE 2026, para 225).

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

The Cornwall Independent School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The Cornwall Independent School will take a 'whole school approach' to:

- deliver high-quality teaching around mental health and wellbeing on the curriculum;
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure children and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing and
- being committed to child and parent participation.

The Cornwall Independent School:

- Has a senior mental health lead who supports the development of knowledge and acts as a point of expertise to promote the wellbeing and mental health of learners. They have sufficient training in mental health **and** safeguarding for them to carry out their role effectively;
- Reviews attendance, behaviour, attainment, and safeguarding records at least on a termly basis to enable early identification of vulnerability to mental health problems;
- Ensures that learners can report and share concerns in line with section 'Reporting a concern' of this policy.
- Ensures staff follow a safeguarding process in terms of reporting concerns so the DSL (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered and
- Responds to the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.

Additionally:

- The DSL will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section 'Multi-Agency Working'.
- TCIS Communicates and works with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- The DSL liaises with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team access specialist advice through targeted services.
- We utilise the [Mental Health in Schools Team](#) (MHST) for early intervention and advice, and signpost staff, learners and families to NHS Every Mind Matters and the Hub of Hope, the UK's mental health support database (KCSIE 2026, paras 230-232). Delete as appropriate.

Online Safety: Online safety is an integrated and interwoven theme with other safeguarding considerations. The DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in The Cornwall Independent School who may have more technological expertise such as the IT manager. The Cornwall Independent School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- ensuring that online safety is included in relevant policies and procedures;
- online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners;
- acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section Responding to incidents of child-on-child harm and read in conjunction with The Cornwall Independent School's policy on the use of mobile smart technology;
- provision of education via remote learning will comply with governmental advice [Safeguarding and remote education - GOV.UK](#);
- The effectiveness of The Cornwall Independent School ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually;
- Preparing children with information for any online challenges and hoaxes, sharing information with parents and where to get help;
- Being alert to emerging online risks, including AI-generated content, deepfakes and 'nudification' apps which can be used to create fake sexual images of a child, and the spread of misinformation and disinformation online;
- Helping children understand how to protect their personal information online and think carefully before sharing images of themselves or others;
- The Cornwall Independent School operates as a mobile phone-free environment by default; pupils do not have access to their mobile phone during the school day, including lessons, the time between lessons, breaktimes and lunchtime, other than by exception. [See The Cornwall Independent School's Mobile Phone Policy for full details.];
- Our DSL takes lead responsibility for filtering and monitoring and The Cornwall Independent follows the DfE Filtering and monitoring standards, currently in force. We use 'Smoothwall' on our devices and networks. We also make every effort to meet the Cyber Security Standards;

- Paragraph 162 to 182 of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online;
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk and
- Where there have been established cases of online abuse or grooming, we will alert - **Child Exploitation and Online Protection command (CEOPS)** <https://www.ceop.police.uk/ceop-reporting/>

In planning curriculum input in relation to online safety, we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our pupils so that all pupils are enabled to access this input effectively. This includes the rise of [harmful online challenges and online hoaxes](#), which the school educates about within our online safety curriculum. The breadth of issues classified within online safety are considerable but can be categorised into **four** areas of risk:

- **CONTENT:** being exposed to illegal, inappropriate or harmful content;
- **CONTACT:** being subjected to harmful online interaction with other users;
- **CONDUCT:** personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying;
- **COMMERCE:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Online Safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training (including at induction) and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

The Cornwall Independent School ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online, including providing links to current advice and guidance on Internet Safety, social media and online radicalisation risks through [Internet Matters](#) and the national Child Exploitation and Online Protection (CEOP) www.ceop.police.uk. Parents are provided links to current advice and guidance on internet safety via the Parent Portal.

The Cornwall Independent School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children. We will follow child-on-child abuse procedures when mobile phones are used by a child to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. The school adheres to the DFE Filtering and Monitoring standards, and the Cyber Security Standards set out in KCSIE (2026). Our online safety mechanisms are reviewed annually.

Children with Special Education Needs and Disabilities (SEND) or physical health issues: Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues, and they are also encouraged to discuss their concerns. The DDSL (Mrs Clare Hawkins), who is also the Special Educational Needs Co-ordinator (SENDCo) identifies pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Gender-questioning children: The Cornwall Independent School has a statutory duty to safeguard and promote the welfare of all children, including any child who is questioning their gender, as well as their peers, and will consider the impact of any decision on all children affected risk/needs assessments will be considered (further information can be found in KCSIE 2026, para 251-282).

The Cornwall Independent School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential

Where a child asks for support with social transition, we will:

- engage parents/carers as a priority and give their views considerable weight, except in the rare circumstances where doing so would place the child at greater risk – in which case the DSL will determine what action is needed to safeguard the child before parents/carers are contacted;
- take a careful approach, recognising that social transition is an active intervention that may have significant effects on a child's wellbeing and longer-term outcomes, and that primary-aged children in particular are very unlikely to be supported in a full social transition;
- consider what is in the best interests of the child and of other children, drawing on clinical and non-clinical professional advice (for example from the SENDCo) where relevant, and taking into account any wider health issues or neurodiversity;
- document the decision-making process and keep records, including where a request is not agreed to; ensure that toilets, changing rooms, and boarding/residential accommodation designated for one biological sex are not made available to a child of the other biological sex, including as a form of social transition, and
- comply with The Cornwall Independent School duties under the Equality Act 2010 and the Human Rights Act 1998, considering whether any policy would place a gender-questioning child at a disadvantage relative to other children, and linking this consideration to The Cornwall Independent School wider inclusion and equality processes (see section 3, Equalities Statement, of this policy).

Safeguarding Children with medical conditions: An incident relating to the management of a child or young person's medical condition (including allergies) would not in itself warrant a referral to local safeguarding partners. However, we will make a referral to statutory services where an incident indicates the child may be at increased risk of neglect, abuse or exploitation connected to their medical condition – for example, where relevant medical information is not provided to The Cornwall Independent School, or a child is repeatedly sent without essential medication. Further information: DfE statutory guidance Supporting pupils at school with medical conditions, and Allergy safety in schools (KCSIE 2026, para 250).

Specific actions to take on key safeguarding areas: General or national guidance is not included here. A summary of specific duties is in [Keeping children safe in education 2026 Annex A](#). It is recommended that school and college leaders and those staff who work directly with children should read this Annex. In recognition that the threshold of child protection is 'likely to suffer' significant harm, The Cornwall Independent School may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner or others at further risk of harm or compromise a criminal investigation. It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Weapons and Serious violence: We recognise that success in learning is one of the most powerful indicators in the prevention of youth crime. Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive. Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs, as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks. We teach about the dangers of gang membership using PSHE Association accredited resources.

All staff are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

- Any member of staff who becomes aware that a pupil is carrying a weapon, has used a weapon, is in possession of a weapon, or has expressed an intention to use a weapon must report this immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL.
- Concerns relating to weapons will be treated as safeguarding concerns and assessed by the DSL in line with the school's child protection procedures.
- The DSL will consider appropriate action, including risk assessment, parental involvement, referrals to children's social care, Early Help, and/or liaison with the police where appropriate.

- The school recognises that possession or use of a weapon may be an indicator of serious violence, child criminal exploitation, gang involvement, or other safeguarding concerns and will respond accordingly.

Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) – If there were concerns regarding Child Sexual Exploitations, staff should inform the DSL who will immediately contact: **Multi-Agency Support and Safeguarding Hub (MASSH)**. The contact details are as follows: 9.00am-5.00pm Monday to Friday Telephone: 0300 123 1116. Out of hours team: 5.00pm to 9.00am and weekends Telephone: 01208 251300 Email: massh@cornwall.gov.uk. The Cornwall Independent School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. We will seek advice from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, The Cornwall Independent School will share information with the police and with the Emerald Team. This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the learner is at risk of CCE information should be shared with the police. Targeted support may be available to disrupt learners from getting involved with criminality.
- Agencies will share 'Missing persons' notifications (when a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Further support and information can be found here: [Preventing Child Sexual Exploitation | The Children's Society](#)

Domestic Abuse: All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. 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.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident of domestic abuse. Education Settings will be notified when the police have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. When a setting is concerned about the amount of police notifications they receive or disclosures of domestic abuse, they should consider seeking further advice and completing an Early Help Assessment or DASH to support the family.

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. [Homepage - National Domestic Abuse Helpline](#) provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [How to Protect Children from Domestic Abuse | NSPCC](#)
- [What is domestic abuse? - Refuge](#)
- [Safe Young Lives | Young people & domestic abuse - SafeLives](#)
- [Domestic abuse: specialist sources of support - GOV.UK](#)
- [Home: Operation Encompass](#)

Female Genital Mutilation

Mandatory reporting duty: [Click here for government guidance](#)

There is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or

2. observe physical signs which appear to show that an act of FGM has been carried out on.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Child Sexual Abuse

Mandatory reporting duty: There is a legal duty for those taking part in regulated activity to report if they:

- are told that a child (person under the age of 18) has been sexually abused, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Generative AI: The Cornwall Independent School recognises the safeguarding, data protection and intellectual property considerations arising from the use of Generative AI (whether teacher-facing or pupil-facing) in education. Staff will have regard to the Department for Education's guidance on [Generative artificial intelligence in education](#), and to related sector resources on identifying and mitigating the associated safeguarding risks, when considering the use of AI tools in The Cornwall Independent School (KCSIE 2026, paras 165-166). Staff should also be aware that images or videos of a sexual nature generated using AI are treated in the same way as other nudes and semi-nudes for safeguarding purposes. It is important that all staff are aware of the risks posed by AI tools, and that risk assessments are carried if new AI tools used by our school. Any use of AI to access harmful content or bully pupils will be treated in line with this policy and our anti-bullying (countering bullying) policy

The Prevent Duty: All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training,
- IT policies.

Private Fostering: A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made. Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence. Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers: A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. Support for Young Carers can be accessed by completing an EHA.

Sport and single-sex provision: KCSIE 2026 sets out that schools, further education institutions and 16-19 academies (covered by Part 6 of the Equality Act 2010) may separate children by biological sex for single-sex sport and competitive activity where physical strength, stamina or physique would otherwise create a safety or fairness disadvantage. Some sports may need to be single sex from a certain age for safety reasons, in which case there must be no exceptions. Requests relating to how a child participates will be considered against the guidance on 'considering requests for support with social transition', taking into account the best interests of the child, the impact on other children, and the aim of creating a safe and fair environment (KCSIE 2026, paras 95-98).

Toilets, changing rooms and boarding/residential accommodation: The Cornwall Independent School will not allow children into toilets, changing rooms or overnight/boarding accommodation designated for the opposite biological sex, including in response to a request to support social transition. Separate toilets are provided for boys and girls aged 8 and over, and separate changing accommodation for pupils aged 11 and over, in line with the [School Premises \(England\) Regulations 2012](#) and the [Education \(Independent School Standards\) Regulations 2014](#).

Where a gender-questioning child does not wish to use the facilities designated for their biological sex, The Cornwall Independent School will consider whether an alternative, self-contained facility can be provided without compromising single-sex provision for other children. Any such arrangements will be recorded, communicated appropriately, and reviewed regularly. (KCSIE 2026, paras 105-116 and 197-202).

APPENDIX 1 – MAIN RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL), DEPUTY DSL, GOVERNANCE ADVISORY BOARD MEMBER FOR SAFEGUARDING AND THE HEADTEACHER

Main Responsibilities of the DSL: Our Chair of the Governance Advisory Board ensures that a member of the Senior Leadership Team, is appointed to the role of the DSL and has the appropriate status and authority within our school to carry out the duties of the post including maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below.

The DSL takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL has the additional time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL. Whilst the activities of the DSL may be delegated appropriately to the DDSL, the ultimate **lead responsibility** for child protection, as set out above, inclusive of online safety, remains with the DSL, and this should not be delegated.

Deputy designated safeguarding lead (DDSL): The Cornwall independent school has appointed a deputy DSL, trained to the same standard as the DSL. The job role of the deputy DSL is the same as that of the DSL, whilst accepting that the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility is not to be delegated except when the DSL is absent.

Availability: During term time, our designated safeguarding lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns, either in person or via phone/video call. The school will organise adequate and appropriate cover arrangements for any out of hours/out of school time activities, including when the school is closed.

Managing Referrals includes: The DSL is expected to:

- refer cases of suspected abuse to the Local Authority children's social care as required, the LADO for child protection allegations which concern a member of staff or volunteer, the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- support staff who make referrals to Local Authority children's social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required. NSPCC- [When to call the police](#) gives guidance on when to consider calling the police and what to expect when working with the police.

Work with others: The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners; Cornwall Children's Services, the local NHS commissioning group and Devon and Cornwall Police.
- liaise with the Headteacher to inform them of issues- especially ongoing inquiries under section 47 of the Children Act 1989 and police investigations (including the requirement for children to have an Appropriate Adult) - [PACE Code C 2019](#);
- as required, liaise with the "case manager" (as per Part four) and the Local Authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, and the special educational needs co-ordinator (SENCO), on matters of safety and safeguarding and welfare (including online and digital safety): when deciding whether to make a referral by liaising with relevant agencies and so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

- promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school;
- ensuring that the school knows the cohort of children who currently need a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to feel confident to provide additional academic support or make reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Undertake training, which includes: The Headteacher, DSL and deputy DSL undergo specialist training to be updated every 2 years (including Prevent awareness training). In addition, they continually (and at least annually) refresh their knowledge and skills in order to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments and social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the filtering and monitoring systems the school has in place, ensuring they are compliant with the Filtering and Monitoring Standards and reviewing these regularly to ensure effectiveness;
- understand when a crime may have been committed and at what stage to contact the police;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff; are alert to the specific needs of children in need, those with special needs and young carers; can keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them and
- attend regular meetings of the local safeguarding network for contextual safeguarding in schools.

Information sharing and managing the child protection file: The DSL is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part One and Part Two of (KCSIE: September 2026).

Where children leave the school (including in year transfers) the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSL and SENCOs or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new school or college, in advance of a child leaving, in order to help them to put in place the right support to safeguard the child and to help the child thrive in the school or college. For example, information that would allow the new school, or college, to continue supporting children who have had a social worker and been victims of abuse, and to have that support in place when the child arrives.

Raising Awareness – The Designated Safeguarding Lead will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementations are updated and reviewed regularly, and work with governing bodies or Governance Advisory Boards regarding this;
- ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role should include ensuring that the staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Training, knowledge and skills: The DSL and deputy undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The DSL undertakes Prevent awareness training. This training provides the DSL with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so that they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's Child Protection Policy and procedures, especially new and part-time staff;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, we give time for their knowledge and skills be refreshed (this might be via e-bulletins, meeting other DSLs, or through reading and digesting safeguarding developments) at regular intervals, as required, and at least annually, supporting the DSLs' understanding and keeping up with any developments relevant to their role.

Understanding processes and procedures: It is incumbent upon Cornwall independent school that training does provide DSLs with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, in order to:

- understand the assessment process for providing early help and statutory services, including local criteria for action and Local Authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so and
- understand the importance of the role the DSL has in providing information and support to children's social care in order to safeguard and promote the welfare of children.

Providing support to staff

Training supports the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure each member of staff has access to, and understands, the school's Child Protection Policy and procedures, especially new and part-time staff and
- ensure that staff are supported during the referrals processes; and support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children: It is important that all children feel heard and understood. Therefore, DSLs (and deputies) will; be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information: The critical importance of holding, using and sharing information effectively is set out in (Parts One and Two of KCSIE: September 2026), and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and/or colleges on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the [Data Protection Act 2018](#) and the General Data Protection Regulation and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

In line with KCSIE (DfE: 2026) when students leave our school, the DSL ensures their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 years of the start of a new term to allow the new school or college to have support in place for when the student arrives. The designated safeguarding lead (DSL) ensures secure transit, and confirmation of receipt is to be obtained. This is transferred separately from the main student file. The receiving school or college should ensure key staff such as the DSL and special educational needs co-ordinators (SENDCOs) or the named persons with oversight for special educational needs and disabilities (SEND) in a college are aware as required.

Responding to specific needs and harms: Training will give the DSL the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk. This includes to:

- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health needs and young carers;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- understand and support the school with regard to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school and
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support children with SEND to stay safe online.

Governance Advisory Board: The Governance Advisory Board, who receive from the DSL a safeguarding report at each meeting has a corporate responsibility for all safeguarding matters relating to the pupils of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates.

To this end, the Governance Advisory Board will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the LSCP and LADO as and when required by this policy;
- with the DSL, jointly produce the written annual review/audit and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review, which is shared with the Local Authority;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols; monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a Local Authority;
- find out, on each visit to the school, if the policy is known in practice, by talking to a number of staff and volunteers right across the school to see if they would know who to report to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHE and
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (HM Government: 2026) through effective communication and cooperation with local agencies.

The Headteacher and the DSL will:

- ensure that the Safeguarding and Child Protection Policy and procedures adopted by the Governance Advisory Board are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith; ensure that pupils' safety and welfare are addressed through the curriculum; be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers;
- ensure that all staff feel able to raise concerns about poor, or unsafe practice, and that such concerns are handled sensitively and
- clarify that wrongdoing by staff in the workplace, that does not involve safeguarding and welfare of pupils, is dealt with in accordance with the school's Whistleblowing procedures.

APPENDIX 2 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in [Working Together to Safeguard Children \(2026\)](#) and is governed by the Authorities duties under section 11 of [the Children Act 2004](#) and [Cornwall and Isles of Scilly safeguarding children partnership](#). This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has: behaved in a way that has harmed or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates they may pose a risk of harm to children. There may be up to three strands in the consideration of an allegation these are: a police investigation of a possible criminal offence; enquiries and assessment by children's social care about whether a child needs protection or services; consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

Managing Allegations by:

- acting as the first point of contact for employers, managers, HR and partner agencies seeking advice about an allegation or concern involving an adult who works or volunteers with children;
- providing immediate, expert advice on whether a concern meets the threshold for a formal allegation and on the appropriate initial response, including any immediate safeguarding action required;
- determining, in consultation with police, children's social care and the employer as appropriate, whether a strategy discussion or evaluation meeting is required, and chair or co-chair these meetings;
- overseeing and monitoring the progress of individual cases from initial referral through to resolution, ensuring investigations by employers, police or other agencies proceed without unnecessary delay;
- ensuring that all relevant agencies fulfil their responsibilities in relation to information-sharing, risk assessment and safeguarding action while an allegation is being considered;
- advising on and monitoring any interim safeguarding measures (such as redeployment or suspension) ensure they are proportionate, necessary and kept under review and
- ensuring timely and accurate referrals are made to the Disclosure and Barring Service and relevant professional regulators where the threshold for referral is met, and monitoring compliance with statutory referral duties.

Advice, Guidance and Consultation by:

- providing professional advice and consulting schools, colleges, early years settings, health providers, faith and voluntary organisations, sports and activity clubs, foster carers, other employers and agencies of the children's workforce;
- support organisations to understand and apply safer recruitment, allegations management and whistleblowing procedures.
- offer guidance on managing low-level concerns that do not meet the threshold for a formal allegation but still require a proportionate response and
- acting as a source of professional challenge where an organisation's proposed response to an allegation does not appear proportionate or consistent with statutory guidance.

Recording, Reporting and Quality Assurance by:

- maintaining accurate, confidential and legally defensible records of all consultations, allegations, decisions and outcomes, in line with data protection legislation and information-sharing protocols;
- producing regular management information and thematic analysis on allegations activity for the Local Safeguarding Children Partnership, senior leaders and relevant scrutiny or governance boards;
- identifying patterns, trends and learning from allegations casework and contribute to case reviews, audits and lessons-learned processes and
- contributing to the partnership's quality assurance framework, including audits of practice by partner agencies in relation to allegations management.

Training, Development and Partnership Working through:

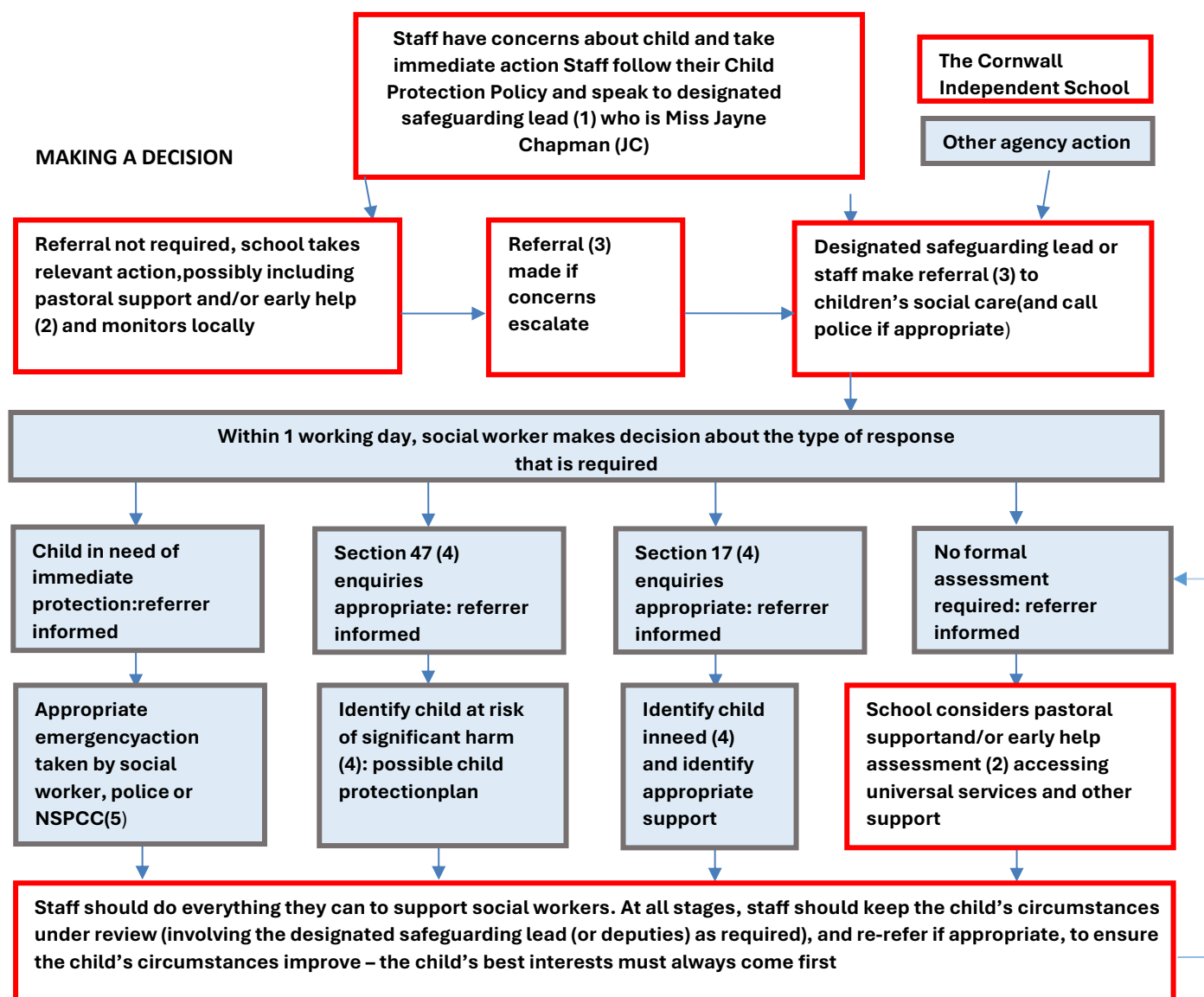
- designing and delivering, or commissioning, multi-agency training and briefings on allegations management, safer working practice and the role of the LADO;

The Cornwall Independent School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential

- building and maintaining effective working relationships with police, children's social care, education, health, HR and professional regulatory bodies to support a coordinated, multi-agency response;
- representing the local authority and/or safeguarding partnership at relevant regional and national LADO networks, sharing and adopting good practice and
- contributing to the development and review of local multi-agency policies and procedures for managing allegations.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the Cornwall Independent School in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

APPENDIX 3 – ACTIONS REQUIRED BY KCSIE WHERE THERE ARE CONCERNS ABOUT A CHILD

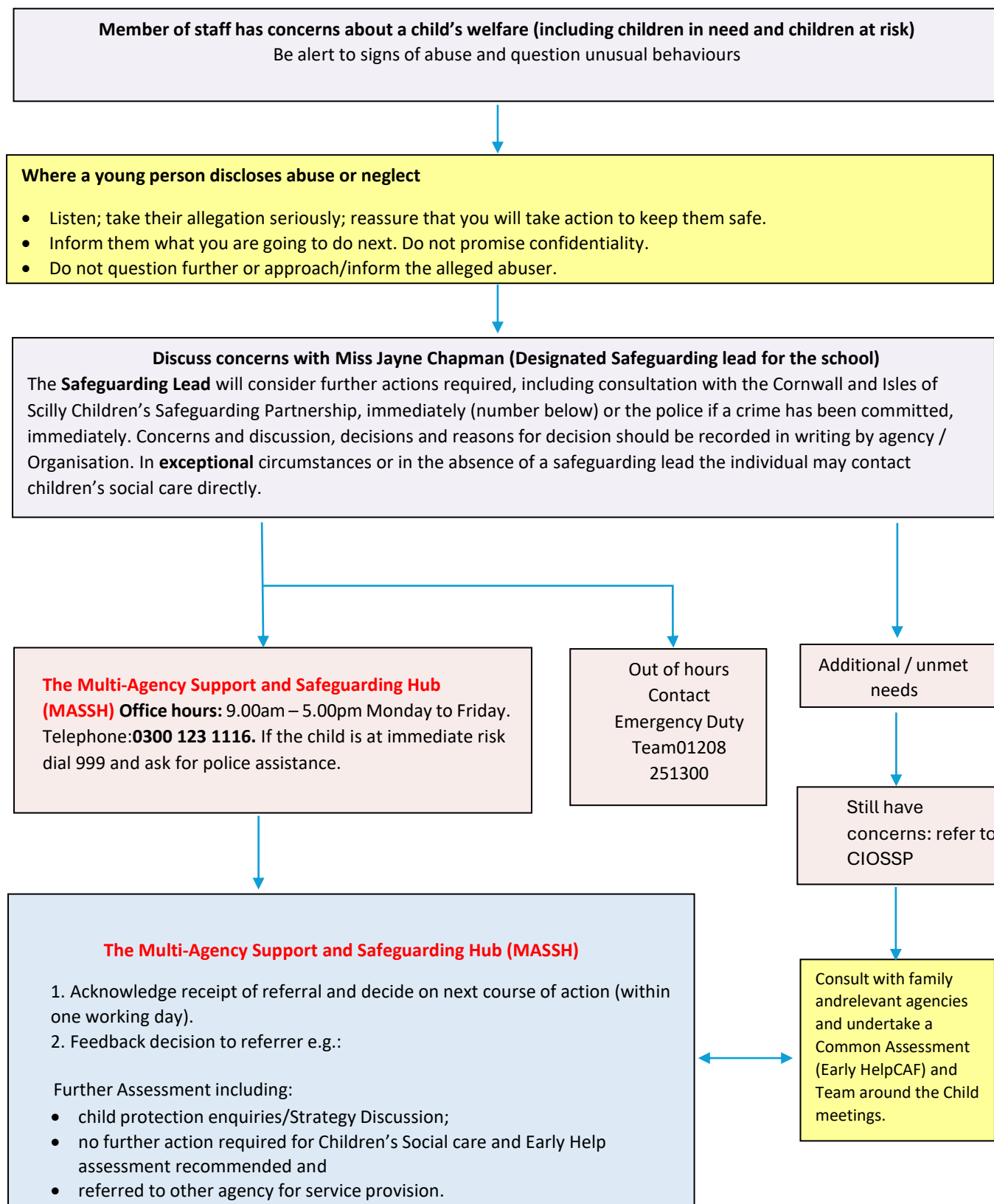


Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at:

<https://ciossafeguarding.org.uk/scp>

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

APPENDIX 4 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED



MAKING A DECISION

Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at: <https://ciossafeguarding.org.uk/scp>

APPENDIX 5- ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS

Risk of Harm to Pupils

If you become aware that a member of staff/volunteer may have:

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 or

Behaved towards a child or children in a way that indicates they may pose a

**Report immediately to Miss Louise Adams
(Headteacher)**

Any concern or allegation against the Headteacher/DSL will be reported to the Chair of Governance Advisory Board on 0208 653 6041 (direct line) unless there is clear evidence to prove that the allegation is incorrect. In cases where the allegation is not against the DSL/Headteacher, the Headteacher must:

Report the allegation within one working day to the Local Authority Designated Officer (LADO)* for Cornwall and the Isles of Scilly who can be telephoned on: **01872 326536** or email: lado@cornwall.gov.uk

If the LADO is unavailable, please contact the Safeguarding Children Partnership who can take your referral or assist with your inquiry on 0300 123 1116.

The emergency team number (for outside of office hours and at weekends) is: 01208 251300 Email:
massh@cornwall.gov.uk

The LADO will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

If the allegation threshold is NOT met, the LA Designated Officer will agree with you an appropriate response

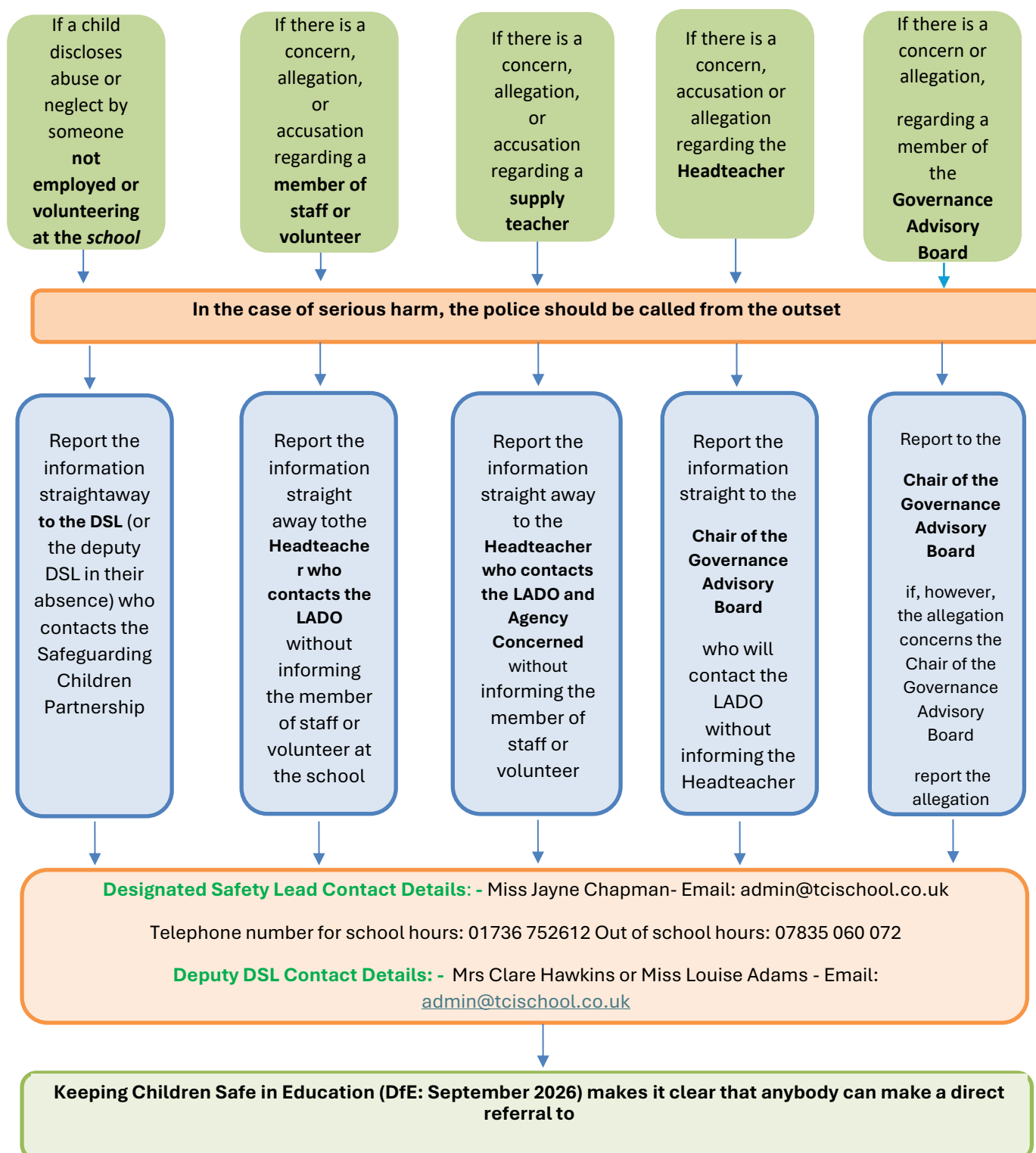
(e.g. for the agency to undertake further enquiries or undertake an internal investigation)

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the LA Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed –e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Keeping Children Safe in Education (DfE: September 2026) makes it clear that anybody can make a direct referral to Children's Social Care (CSC) including the LADO and other external agencies.

APPENDIX 6 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD
FLOWCHART FOR ALL STAFF, VOLUNTEERS AND THE GOVERNANCE ADVISORY BOARD

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has or may have harmed a child; possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.



Co-operation with the Local Authority: We cooperate entirely with any investigation carried out by the Local Authority, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: September 2026). **Availability:** During term time the DSL (or deputy DSLs) should always be available during school hours for staff to discuss any safeguarding concerns. Our school will organise adequate and appropriate cover arrangements for any out of hours/out of term activities and also when the school is closed.

APPENDIX 7 – WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, A FLOW CHART FOR ALL STAFF, VOLUNTEERS AND GOVERNANCE ADVISORY BOARDS

The following sequence of events should be adhered to:

Create a safe environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.

Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.

Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over.

Record

Record within 24 hours of the disclosure, in detail, the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child and the action taken (which may be used in any subsequent court proceedings). Record the child's name, address and date of birth along with the child's behaviour, emotional state.

Do not take responsibility

- Only tell those people that it is necessary to inform.
- Do not try to investigate the allegation yourself.
- Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead will consider the information and decide on the next steps.
- Do not approach or inform the alleged abuser.

APPENDIX 8 - A CHILD PROTECTION GUIDE - CUE CARD

(The document below is given to staff and volunteers to be carried at all times as folded A6, two-sided, crib card)

A Child Protection Guide - A Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the DSL of the allegation.
 2. Record and date the details of the allegation in writing.
- Do** treat everyone with respect
- Do** provide an example of behaviour you wish others to follow
- Do** plan activities which involve more than one other person being present, or at least which are within sight or hearing of others
- Do** respect a young person's right to personal privacy
- Do** provide access for young people to talk to others about any concerns they may have.
- Do** recognise, and allow for, the special needs of young people with disabilities and learning difficulties
- Do** encourage young people with disabilities and learning difficulties
- Do** encourage children and adults to point out attitudes and behaviour that they do not like
- Do** avoid inappropriate physical or verbal contact with young people
- Do** remember that someone else might misinterpret your actions
- Do** respect the cultural, religious and ethnic backgrounds of others
- Do** recognise that caution is required, even in sensitive moments of counselling
- Do** avoid situations that compromise your relationship with young people
- Do NOT** permit abusive peer activities (e.g. bullying racism or others)
- Do NOT** judge or jump to conclusions about others
- Do NOT** show favouritism to any individual
- Do NOT** be drawn into attention seeking behaviour, such as crushes/tantrums
- Do NOT** make inappropriate remarks or gestures
- Do NOT** rely on good reputation
- Do NOT** believe 'it could never happen to me'
- Do NOT** interview or meet with children in private or outside of school
- Do NOT** let concerns or allegations of abuse go unrecorded
- Do NOT** play physical contact games with young people

APPENDIX 9: THE ORGANISATION AND RELATIONSHIP OF SAFEGUARDING AND PASTORAL CARE POLICIES AND PROCEDURES AT THE CORNWALL INDEPENDENT SCHOOL

Ensuring that our community is collectively responsible and able to ensure that we keep our pupils safe at all times is fundamental aim for our School. The Cornwall Independent School has developed a series of Policies and Procedures that are intended to support this endeavour. The following diagram illustrates the inter-relationship of these Policies.



Diagrams as a separate appendix are as follows:

- Social Media and Mental Health
- Missing Children Procedure
- Adverse Childhood Experiences (ACEs)
- Anderson Children Multi-Agency Learning Review
- County Lines
- Briefing: Neglect
- Briefing: Harmful Sexual Behaviour (HSB)
- Briefing: Domestic Abuse
- Safeguarding Children
- Sexting
- Contextual Safeguarding
- Briefing: Supporting Families Enhancing Futures
- Briefing: Professional Disagreement & Escalation
- Briefing: Child Sexual Exploitation
- Briefing: Private Fostering
- Early help

• **APPENDIX 10: ADDITIONAL ADVICE AND SUPPORT:**

The following is not exhaustive but does provide a useful starting point.

Abuse

[Supporting practice in tackling child sexual abuse - CSA Centre](#) Expertise on Child Sexual Abuse

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) - Home Office (HO)

[Faith based abuse: National Action Plan](#) - DfE advice

[Disrespect NoBody campaign - GOV.UK](#) - Home Office website paper

[Together we can stop child sexual abuse](#) – HM Gov.

Bullying

[Preventing bullying including cyberbullying](#) - DfE advice

Children missing from education, home or care

[Children missing education](#) - DfE statutory guidance [Child missing from home or care](#) - DfE statutory guidance

[Trafficking: safeguarding children](#) - DfE and Home Office guidance;

[Modern slavery: how to identify and support victims –Child exploitation disruption toolkit](#) - HO statutory guidance;

[County Lines Toolkit For Professionals](#) - The Children's Society

Confidentiality

[Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding

Drugs

[Drug strategy 2021](#) - Home Office strategy [Information and advice on drugs](#) - Talk to Frank website

[Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association

(so called) “Honour Based Abuse” including FGM and forced marriage

[Female genital mutilation: multi agency statutory guidance](#) - DfE, DoH, HO [Forced marriage - FGM resource pack](#) –

Health and Well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England

[Supporting pupils at schools with medical conditions](#) - DfE statutory guidance

[Mental health and behaviour in schools](#) - DfE advice; [Overview - Fabricated or induced illness](#) - NHS advice

[Government information sharing advice](#); [Information Commissioner's Office: Data sharing information hub](#)

Online safety-advice

[Childnet](#) provide guidance for schools on cyberbullying

[Educate against hate](#) provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of online safety arrangements

[Safer recruitment consortium](#) “guidance which may help

ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) advice on searching children and confiscating items such as mobile phones

[Southwest Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) from UK Council for Internet Safety

Online safety- Remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) h other resources and support for teachers and school leaders

[Departmental guidance on safeguarding and remote education](#) including planning remote education strategies [London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on configuring and deploying video conferencing; [UK Safer Internet Centre](#)

Online Safety- Support for children

[Childline](#); [UK Safer Internet Centre](#) to report and remove harmful online content [CEOP](#) for advice on making report

Online safety- Parental support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online [Common sense media](#) independent reviews, age ratings, about all types of media for children and their parents

[Government advice](#) protecting children from online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) age-specific online safety checklists, guides on how to set parental controls, and practical tips

[How Can I Help My Child?](#) Marie Collins Foundation – Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children safe online,

[Stop it now](#) from [The Lucy Faithfull Foundation](#) concerned about someone's behaviour, including children

[National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online

[Net-aware](#) support for parents and carers from the NSPCC and O2, a guide to social networks, apps and games

[Parent zone](#) provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) –Children's Commissioner's parent guide [#Ask the awkward](#) – Child Exploitation and Online Protection Centre guidance to parents to talk to their children

Private fostering

[Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

[Prevent duty guidance](#)- Home Office;

[Prevent duty: additional advice for schools and childcare providers](#) ;

[Educate Against Hate website](#); [Prevent for FE and Training](#)

- Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) –

Resources by London Grid for Learning

Serous Violence

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office; [Gangs and youth violence: for schools and colleges](#) - Home Office advice [Tackling violence against women and girls strategy](#); [Violence against women and girls: national statement of expectations for victims](#) -

Sexual violence and sexual harassment Specialist Organisations

[Barnardo's](#); [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse.

[Marie Collins Foundation](#) –works directly with children, and families to enable their recovery following sexual abuse.

[NSPCC](#) - specialising in child protection with statutory powers to safeguard children at risk of abuse.

[UK Safer Internet Centre](#) -advice and support to children, young people, parents, carers a about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence; [NICE guidance](#) developing interventions working with families and carers; and multi-agency working.

[HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#);

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) self- assessment toolkit and guidance

[Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals

Support for Victims

[Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools.

[Rape Crisis](#) - services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse; [Victim Support](#) - Supporting children and young people who have been

affected by crime; [Childline](#) provides free and confidential advice for children and young people.

Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

[NSPCC](#) - Online Self-assessment tool for safeguarding children. - Resources which help adults respond to children disclosing abuse; [NSPCC - Harmful sexual behaviour framework](#)

[Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse](#)

[Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB.

[Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

[Childnet - Just a joke? \(9–12-year-olds\)](#) lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour; [Childnet - Step Up, Speak Up](#) (13–17-year-olds)

[NSPCC - Harmful sexual behaviour framework](#) A framework for children and young people displaying HSB.

[Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.

Sharing nudes and semi-nudes

[London Grid for Learning-collection of advice](#) - information and resources re the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers; NCA CEOP [Thinkuknow](#): what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour