



# The Cornwall Independent School

## SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY

*This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained 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.**

<b>Policy agreed:</b>	<b>September 1st 2024</b>
<b>Policy published (including on website):</b>	<b>December 1st 2024</b>
<b>Next review:</b>	<b>September 1<sup>st</sup> 2026</b>
<b>Policy Owner:</b>	<b>Mrs Clare Hawkins, Designated Safeguarding Lead, designated person for Looked After Children and Deputy Prevent Officer</b>

<b>Key Safeguarding Personnel</b>				
<b>Role</b>	<b>Photo</b>	<b>Name</b>	<b>Telephone</b>	<b>Email</b>
<b>Headteacher and Prevent Lead</b>	XXXXXXXX	Miss Louise Adams	01736 752 612 Out of Hours: 07835 060 072	<a href="mailto:admin@tcischool.co.uk">admin@tcischool.co.uk</a>
<b>Designated Safeguarding Lead (DSL) – Designated Person for Looked After Children and Deputy Prevent Officer</b>		Mrs Clare Hawkins	01736 752 612 Out of Hours: 07835 060 072	<a href="mailto:admin@tcischool.co.uk">admin@tcischool.co.uk</a>
<b>Deputy Designated Safeguarding Lead (DDSL)</b>		Miss Jayne Chapman	01736 752 612 Out of Hours: 07835 060 072	<a href="mailto:admin@tcischool.co.uk">admin@tcischool.co.uk</a>
<b>Advisory Board member for Safeguarding and Prevent Duties</b>	XXXXXXXX	Mrs Carol de Labat	01736 752 612	<a href="mailto:admin@tcischool.co.uk">admin@tcischool.co.uk</a>
<b>The Chair of the Advisory Board</b>	XXXXXXXX	Mr Stephen Beck	07946 287 918	<a href="mailto:stephen@beckfamily.co.uk">stephen@beckfamily.co.uk</a> or <a href="mailto:sbeck@tcischool.co.uk">sbeck@tcischool.co.uk</a>
<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2025)</b>				

The Cornwall Independent School is a co-educational school with a current age range of 4 to 16 years on roll. Oversight and implementation of this policy rests with the Chair of the Advisory Board Mr. Stephen Beck, whose address is 47 Upper Selsdon Road, South Croydon, Surrey, CR2 8DG. Telephone: 0208 653 6041 and Mrs Carol de Labat, who is the designated advisory board member for safeguarding, is responsible for the adoption of the policy in practice. She can be contacted through the school.

**Scope:** Safeguarding is everyone's responsibility. 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 sign that they read, understood and will abide with our *Child Protection Policy* and, *Keeping Children Safe in Education (KCSIE)* (DfE September 2025), *Part 1* inclusive of *Annex A* and *Annex B*.

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. Our associated documentation includes statutory guidance *Working Together to Safeguard Children (WtSC)* currently in force, along with the Prevent Duty Guidance, our Safer Recruitment Policy, Whistleblowing Policy, Staff Behaviour Policy (Staff Code of Conduct), and The Teachers' Standards.

We recognise that vigilance in online safety is vital for ensuring that our approach to safeguarding is successful. Therefore, this policy should be read and understood in conjunction with our Online Safety Policy. The internet and technology are increasingly essential tools for learning and socialising, and so our approach to online safety is designed to enable the school to make the most of these hugely valuable resources while preventing the risks associated with them and mitigating negative effects.

**Monitoring and review:** By revisiting them regularly, the Headteacher ensures that the policies and procedures adopted by the Proprietor (particularly those concerning referrals of cases of suspected abuse and neglect) are followed by all staff and should be easily understood by staff, children and parents. The Headteacher reports at least three times per year to the Proprietor around the effectiveness of the school's safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. The school's approach to online safety and filtering and monitoring is reviewed annually as a minimum. The Proprietor ensures that safeguarding is an agenda item for every full Advisory Board meeting. The Headteacher ensures that safeguarding is an agenda item for every staff meeting. This policy is reviewed annually, or earlier, as required by changes to legislation or statutory guidance. The Proprietor meets the DSL every term to monitor the effectiveness of this policy. A working knowledge of this policy is audited at regular intervals by the member of the Advisory Board responsible for safeguarding and evidenced on the Safeguarding folder.



Miss Louise Adams  
Headteacher



Mr. Stephen Beck  
Chair of the Advisory Board



Mrs Carol de Labat  
Advisory Board Agent for Safeguarding

We have a range of separate comprehensive documents such as Safer Recruitment and Staff Selection, Sexual Violence and Sexual Harassment Child-on-child abuse. This policy is also dove-tailed with the Behaviour Management, Discipline and Sanctions and Anti-bullying Policies.

**Children Missing from Education:** Our procedures regarding children missing from education comply with our local Safeguarding Partnership and with [KCSIE](#) September 2025 and are stated in this policy.

**Child Protection:** Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns following our agreed procedures. We have a culture of listening to children, identifying and acting on early signs of abuse and neglect, reassessing concerns when situations do not improve to ensure the right help at the right time to address and prevent risks escalating; Allegations, concerns, suspicions and complaints against staff are dealt with promptly. We keep accurate records and share relevant information quickly in order to challenge inactivity and we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.

## KEY INTERNAL CONTACT DETAILS

Our School's Designated Safeguarding Lead (DSL) is the SENCO, and the Deputy DSL is the Deputy Headteacher. The Headteacher has an overview of safeguarding for the whole school while the majority of duties are delegated to the other members of staff. They have lead responsibility for child protection, inclusive of online safety, and are also the Prevent Officer and Deputy Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. During school closures please telephone 07494 175 097. If no reply within two hours, please contact Cornwall Children Social Care. Their telephone numbers are below. The Cornwall Independent School's details are also below.

## KEY EXTERNAL CONTACT DETAILS

*The relevant external responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.*

**The Local Authority Designated Officer (LADO):** for Cornwall Safeguarding Children's Partnership who can be telephoned on: **01872 326536** or Email: [lado@cornwall.gov.uk](mailto:lado@cornwall.gov.uk) or via the [Cornwall Council Website](#). If the LADO is unavailable, please contact the Safeguarding Children's Team 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.** Allegations of abuse against a member of staff or a volunteer are reported to the LADO in accordance with the instructions on page 4 of this policy and also Appendix 5. Please see our definition of the role and responsibilities of the LADO (Appendix 3).

**Children's Social Care:** We differentiate between '*children at risk*' who have suffered or are likely to suffer significant harm and '*children in need of additional support from one or more external agencies*' inclusive of '*Early Help Assessment*'. The DSL must immediately report this to **the Multi-Agency Referral Unit (MARU)**. 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: [ciosscp@cornwall.gov.uk](mailto:ciosscp@cornwall.gov.uk)

**The Prevent Schools' contact for advice, guidance, training queries and referrals to Channel Panel for the prevention of radicalisation:** 01392 225130 / national police Prevent advice line **0800 0113764**. The non-emergency police telephone number is 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and Advisory Board: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

If an adult working in our school has concerns or identifies a pupil as being at risk of radicalisation, the adult should immediately make a referral to our DSL who is also our Prevent Officer who will consider the most appropriate referral which could include Channel or Children's Social Care. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

**Cornwall Council Education Welfare Service:** In the case of children missing education, we take advice from our local education welfare service team, who can be emailed at: [educationwelfare@cornwall.gov.uk](mailto:educationwelfare@cornwall.gov.uk), and phoned at 01872 323400

**Child Sexual Exploitation (CSE) –** If there were concerns regarding Child Sexual Exploitations, staff should inform the DSL who will immediately contact: **Children's Social Care Referral and Assessment Team/ Multi Referral Unit (MARU)**. The contact details areas 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: [ciosscp@cornwall.gov.uk](mailto:ciosscp@cornwall.gov.uk)

**Female Genital Mutilation (FGM):** Any child at risk of FGM must be referred to Cornwall and the Isles of Scilly's Safeguarding Children's Partnership **and the police**. (Details of which are above). Teachers **must** also contact the police: For non-emergency 101 and for emergency calls 999. For advice and guidance telephone: 0800 028 3550 or Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

**If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999. Police Child Abuse Investigation Team – call 101      Police Domestic Abuse Investigation Team – call 101**

*Keeping Children Safe in Education* (DfE: September 2024) **makes it clear that anybody can make a direct referral to the MARU including the LADO** in line with the referral threshold set by the Local Safeguard Children Partnership. If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

**Printed copies of the [CIOSSP procedures](#) are available from the school office.** The CIOSSP can be contacted as follows: Cornwall and *The Cornwall Independent School (UK) Ltd 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 Isles of Scilly Safeguarding Children's Partnership Telephone: 01872 327225 ; Email: [ciosscp@cornwall.gov.uk](mailto:ciosscp@cornwall.gov.uk) (please do not email sensitive or highly personal information to this email address).

Staff can contact Mr Stephen Beck Chair of the 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](mailto:help@nspcc.org.uk) **Child Protection Helpline:** 0808 800 5000 **Childline:** Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

#### **Other relevant contacts:**

- **Ofsted** Piccadilly Gate, Store Street, Manchester, M1 2WD  
Telephone: 03001234234 Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) Web: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- **Disclosure and Barring Service (DBS)** Address for referrals:  
PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795 Telephone for customer services: 0300 200190  
Email: [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

### **Scope**

Safeguarding children is defined 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 the 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.

Consequently, this policy is consistent with all other policies adopted by the proprietor and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Relationships, Sex and Health Education/ PSHE
- Online safety policy
- Behaviour policy, incl. pupil use of mobile and smart technology
- Whistleblowing policy
- Complaints policy
- SEND policy
- Filtering and Monitoring policy
- Safer Recruitment policy
- Reasonable use of force policy
- Health and safety policy
- Mobile Phone and Devices Policy
- Low level concerns
- E-safety policy
- Equal opportunities policy
- Mental Health and Wellbeing policy
- Missing Child policy
- Attendance and registration policy
- Recruitment, Selection and Disclosure policy
- Teaching and Learning policy
- Equality Statement
- Administration of medicines
- Staff Behaviour policy
- Anti-Bullying policy
- Sharing of Nudes and Semi-nudes' policy
- Prevent policy

**This policy applies to all staff in our school.** For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of The Cornwall Independent School, full-time or part-time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.
- **Child** refers to all children on The Cornwall Independent School roll and any child under the age of 18 who comes into contact with The Cornwall Independent School. This includes unborn babies.

### Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- aware of the importance of professional curiosity.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and inter-agency plans

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2025). Staff have training at the start of the school year and an attendance register is kept on file to evidence this. School leaders and staff who work directly with children have also read Annex B and Part 5.

### The Proprietors

As the key strategic decision maker and vision settler for the school, the proprietor will make sure that our policies and procedures are in line with national and local safeguarding requirements. The proprietor will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/ Teaching	Policy/ Procedures	Key safeguarding roles
<ul style="list-style-type: none"> <li>• Whole school approach to broad and balanced curriculum embedding safeguarding teaching.</li> <li>• D/DSL training</li> <li>• Designated teacher training</li> <li>• KCSiE (2025) Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children)</li> <li>• Staff training, including regular safeguarding updates</li> <li>• Children taught about keeping safe online</li> <li>• Online safety training for staff</li> <li>• Preventing radicalisation</li> <li>• Teaching staff confidence to deliver RSHE/ PSHE to all pupils</li> <li>• Annual review of online safety arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Child-on-child abuse</li> <li>• Pupil voice</li> <li>• Online safety</li> <li>• Whistleblowing</li> <li>• Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct</li> <li>• Early help</li> <li>• Mental health</li> <li>• Multi-agency working</li> <li>• Children who are absent and/or missing from education</li> <li>• Children with SEND and a physical health issue</li> <li>• Reporting abuse, incl. dealing with a child at immediate risk</li> <li>• Female genital mutilation (FGM)</li> <li>• Behaviour policy</li> <li>• Relationships, Sex and Health Education (RSHE) policy</li> <li>• Staff contribution to policy</li> <li>• Safeguarding policy review</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead (DSL) who is a senior member of the leadership team.</li> <li>• Deputy Designated Safeguarding Lead (DDSL)</li> <li>• Designated teacher for looked-after children (even if there are none on roll)</li> <li>• Mental health leads</li> <li>• Pastoral and well-being staff</li> <li>• Nominated Advisory Board member for whistleblowing - Mr Stephen Beck</li> <li>• Nominated member of staff for filtering and monitoring &amp; online safety.</li> <li>• Filtering and monitoring &amp; online safety lead.</li> <li>• Attendance monitor</li> <li>• Attendance champion</li> </ul>

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The proprietors/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 proprietor/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 proprietor's nominated member of the Advisory Board for safeguarding collaborates with the Headteacher and the D/DSL to complete an annual safeguarding audit this is in a cycle which consists of peer review and submission to the local authority.

### **Safer Recruitment**

Our proprietors/advisory board monitor The Cornwall Independent School's safer recruitment practice, including scrutiny around the DSL and/ or Headteacher monitoring of the Single Central Record (SCR).

### **Monitoring and review**

The Headteacher ensures that the policies and procedures, adopted by the Advisory Board body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents, by re-visiting regularly.

The Headteacher reports at least three times per year to the proprietor around the effectiveness of the school's safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. The school's approach to online safety and filtering and monitoring is reviewed annually as a minimum.

The proprietor ensures that safeguarding is an agenda item for every senior management team and advisory board meeting. The Headteacher ensures that safeguarding is an agenda item for every senior leadership team (SLT) and every staff meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The proprietor's nominated member of the Advisory Board meets the DSL each half term to monitor the effectiveness of this policy.

### **Mandatory procedures – Staff and adults at school**

**Safer recruitment:** All staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE (2025). At The Cornwall Independent School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE (2025), that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff and teacher trainees on salaried routes) who work at the school.
- the proprietor and advisory board members alongside volunteers.

Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by The Cornwall Independent School for self-employed individuals.

**Visitors:** All visitors complete a signing in/ out process, wear a school 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, NSPCC 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. The Cornwall Independent school completes an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

If the visit is unscheduled and the visitor is unknown to The Cornwall Independent School, we will contact the relevant organisation to verify the individual's identity, if necessary.

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**Site safety:** Risk assessments are undertaken and maintained in accordance with the school's Health and Safety policy.

**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. We seek written assurances from any alternative provision provider that appropriate safer recruitment checks have been completed, and safeguarding policy and procedures are in place.

See also the training requirements, schedule and record of training.

**Staff behaviour policy (for safer working practice):** The Cornwall Independent School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided, as well as those that constitute safe practice and supports our commitment to safeguarding children. Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teacher's Standards.

**Identifying the signs:** All staff know how to recognise the signs of neglect, abuse, exploitation, and wider safeguarding issues, including, but not limited to, child-on-child sexual violence and harassment, child-on-child abuse, all risks of harm outside the home and within the local area, including online. Key reference documents for all staff are 'What to do if you're worried a child is being abused – Advice for practitioners' (2015) which sets out definitions of abuse 'Keeping Children Safe in Education' (2025) along with notes from safeguarding training. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE (2025) which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2025).

**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.
- 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 D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the Multi-agency Referral Unit (MARU). In some circumstances, the D/DSL or member of staff seeks advice by ringing the MARU for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2023) and will refer to National Police Chief's Council (NPCC) guidance for schools to understand when they should consider calling the police.

The D/DSL 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 D/DSL consistently monitors all children with concerns, whether a request for service to the Cornwall MARU 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 D/DSL 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.

**Online safety:** Our Online Safety Policy details the actions and behaviour required from students and members of staff at The Cornwall Independent School in order to maintain a safe electronic environment and is based on current best practice drawn from a wide range of sources. Within our Online Safety Policy, and in line with our Safeguarding Child Protection Policy, we have clearly defined roles and responsibilities for staff, volunteers, pupils and parents. Important areas within our policy include proficient teaching of students about online safety; educating parents/guardians; acceptable use of social media platforms by staff and students and cyber-bullying.

We have an effective whole school approach to online safety which empowers us to protect and educate our pupils and staff in their use of technology and establishes mechanisms to identify and intervene where an online safety concern arises. The Senior Leadership Team ensures that pupils are safe from potentially harmful and inappropriate content including terrorist and extremist material when accessing the internet on school devices and school networks through appropriate levels of filtering, internet safety rules and online safety education with the curriculum in line with our Online Safety and Cyberbullying Policies.

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. In many cases abuse will take place concurrently via online channels and in daily life. Pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise young people, especially pupils and vulnerable adults. 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.

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](http://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. All pupils must surrender their mobile phones for safekeeping in the school office during the day and can request access under supervision use the school telephone to contact parents. Our youngest pupils should not have mobile phones in school. 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 (2025). Our online safety mechanisms are reviewed annually.

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**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 Advisory Board/Proprietor 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 Proprietor.

**Managing low-level concerns about adults:** The Cornwall Independent School operates a 'low-level' concerns policy in accordance with [KCSIE](#) (2025). 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns will be reported to the Headteacher; low-level concerns about the Headteacher will be reported to the proprietor.

The Cornwall Independent School will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and giving support the individual to correct it at an early stage. If the concern has been raised via a third party, the Headteacher will collect as much evidence as possible by speaking:
  - directly to the person who raised the concern, unless it has been raised anonymously;
  - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

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Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

**Whistleblowing:** In accordance with our whistleblowing policy and procedures all staff and pupils can raise concerns about poor or unsafe practice and potential failures in The Cornwall Independent School safeguarding regime. Our whistleblowing procedures (including our child-friendly whistleblowing mechanisms), which are also reflected in staff training and our staff behaviour policy, and shared with pupils, are in place for such concerns to be raised with the Headteacher. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

If a staff member feels unable to raise an issue with the Headteacher in school, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline. Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

**Escalation of concerns:** Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### **Record keeping and information sharing**

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.

The D/DSL acts in accordance with [Information Sharing – Department for Education \(DfE\) \(May 2024\)](#). Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

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We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL 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
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Cornwall Children's Social Care. We follow this up by contacting Children's Social Care directly.

#### **Mandatory procedures – Supporting children**

**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.

**Curriculum – teaching about safeguarding:** Our pupils access a broad and balanced curriculum (age and stage of development appropriate) that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being.

The PSHE 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)

Examples of topics:

- 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.

**Remote learning:** If The Cornwall Independent School is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support.
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:

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- amended DSL arrangements as required (names, location and contact details)
- temporary changes to procedures for working with children e.g. online.
- amended procedures for reporting concerns
- safeguarding training arrangements
- timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

**Early help:** At The Cornwall Independent School, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- Liaises with Cornwall SEND service
- Various resources to identify and respond to harmful sexual behaviour

**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 DSL, who is also the Special Educational Needs Co-ordinator (SENCo) 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.

**Children who identify as lesbian, gay, bisexual, or transgender (LGBTQ+):** Whilst we recognise that being LGBTQ+ does not inherently increase the risk of harm to children, those who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. The school endeavours to reduce the additional barriers faced by these pupils, and as part of our PSHE teaching we emphasise that pupils can approach any member of staff and communicate their safeguarding concerns. The school teaches pupils about prejudice, in all its forms, at age-appropriate levels. When supporting a gender questioning child, the school will take cautious approach and considers the broad range of their individual needs, in partnership with the child's parents, including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. We build LGBTQ+ inclusion into part of our [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum, including how to counter homophobic, biphobic and transphobic bullying and abuse.

**Artificial Intelligence (AI):** We recognise that generative artificial intelligence (AI) tools, such as Google Bard and ChatGPT, have many uses. These include enhancing teaching and learning and helping to protect and safeguard pupils. However, it is crucial to consider the risks carried by AI; for example, facilitating abuse in the form of bullying or grooming or exposing pupils to harmful content. This could be in the form of 'deepfakes', where AI is used to create image, audio or video hoaxes that look real. 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. In addition, The Joint Curriculum and Qualifications Authority (JCQ) issues a warning notice to examination candidates regarding malpractice around the use of AI which could have a detrimental effect on their academic achievement.

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**Restrictive Interventions** – Including reasonable force and seclusions: The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. Restrictive interventions are a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil, including both physical and non-physical actions aimed to restrain pupils in different ways. This may also include a child being secluded to support with their self-regulation. Any ‘Reasonable Force’ used in these circumstances means ‘using no more force than is necessary for the least amount of time’. We follow the latest DfE guidance “[Restrictive interventions, including use of reasonable force and seclusions](#)”.

All staff will follow our behaviour policy, and all pupils are encouraged to follow these expectations to reduce the need for ‘restrictive interventions.’ Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour. For full details, please see our Restrictive Interventions Policy.

### **Mandatory procedures – Specific forms of abuse and safeguarding issues**

#### **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 sexual violence and sexual harassment, including those that have happened outside of The Cornwall Independent School, and/or online.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys’ instigators of such abuse. Children who are LGBTQ+ may be targeted by other children. 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
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause 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)
- 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.

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

Any pupil 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’s 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.

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:

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- 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 pupils 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.
- a clear procedure for all staff to report all incidents as a safeguarding concern to the D/DSL.

#### **Child-on-child sexual violence and sexual harassment**

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children, including reporting sexual violence to the police as well as the local authority. 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 pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments 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 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.

**Serious violence:** We are committed to success in learning for all our pupils as 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.

**Children who are absent and/or missing from education:** Staff report immediately to the D/DSL, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours. Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the Cornwall Council procedure and takes professional advice where necessary.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

**Mental health:** 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.

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- 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.

**Domestic abuse:** Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional harm, including where they see, hear or experience its effects.

The DSL liaises with partner agencies as part of 'Encompass'. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

**Preventing radicalisation:** Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the Local Authority Children's Services.

**Female Genital Mutilation (FGM):** FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

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

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

**Contextual safeguarding:** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Our DSL/Headteacher will attend regular meetings with local schools to share contextual safeguarding issues and updates

### Staff training

**Induction:** The welfare of all our pupils is of paramount importance. All staff including proprietor 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

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- Online safety
- KCSiE (2025) update
- Whistleblowing policy
- 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 Ciossop 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.

**Safeguarding training:** This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will undertake this statutory training requirement on their return.

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 D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL 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 D/DSLs.

**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.

**Preventing Radicalisation:** All staff undertake Prevent awareness training regularly.

**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.

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

#### **Legal Status Documents and References (statutory and best practice guidance)**

- Part 3, paragraphs 7 (a) and (b) of the education (Independent School Standards)(England)(Amendment) Regulations (ISSR) currently in force; also in compliance with *Part 4 of the ISSR* with reference to the appointment of the Proprietor, all staff, external providers and volunteers inclusive of completion of the Single Central Record (SCR) otherwise referred to as the Centralised Register to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

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- This policy is consistent with [Keeping Children Safe in Education](#) KCSIE (2025) (DfE: Currently in force) including DfE supplements to KCSIE: [Coronavirus – Guidance for full opening: Schools](#); [Remote Education during Coronavirus](#)
- KCSIE (2025) incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (September 2018)
- KCSIE (2025) also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (HM Government)
- [Working Together to Safeguard Children](#) (WTtSC) (Inter-agency working) (DfE: currently in force) WTtSC also refers to non-statutory but important advice, [Information sharing advice for practitioners providing safeguarding services](#) along with the [Disclosure and Barring Service](#) (DBS) Behaviour Policy
- [Prevent Duty Guidance: for England and Wales](#) (March 2024) (Prevent). Prevent is supplemented by non-statutory advice.
- [The Prevent duty: Departmental advice for schools and childminders](#) (September 2023)
- [Filtering and monitoring standards for schools and colleges](#) (DfE: 2024)
- [Cyber security standards for schools and colleges](#) (DfE: 2024)
- [The use of social media for on-line radicalisation](#) (July 2015)
- [The Children ACT 1989 guidance and regulations](#) (DfE: Volume 2, July 2021)
- [Searching, screening and confiscation](#) (July 2022)
- [Mental health and behaviour in schools](#) (November 2018); [Counselling in schools: a blue print for the future](#) (February 2016)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#) (May 2024)
- [Behaviour in schools](#) (February 2024)
- [Child sexual exploitation and children missing from home, care or education: Ofsted targeted inspection advice](#) (HM Govt: 14 January 2016)
- [Sexual Offences Act 2003](#) (HM Government: 2003); [Definition of child sexual exploitation](#) (February 2016)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE: September 2024)
- [Child sexual exploitation gangs and children missing from home, care or education](#) (January 2017)
- [CSE Guidance Core Document](#) (February 2017); [Safer working practices for those working with children](#) (May 2019) [UKCCIS sexting advice](#); [Children missing education](#) (December 2020)
- [Mandatory Reporting of Female Genital Mutilation – procedural information](#) (December 2016)
- [Child Abuse and Neglect \(NSPCC\)](#) (February 2018), [When to Call the Police \(NPCC\)](#) (May 2020)
- [Help, protection, education: concluding the Children in Need review \(June 2019\)](#)

**This policy has been compiled in conjunction with and reference to the following related documents which are available on The Cornwall Independent website and/or also on request from the school office:** Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; First Aid; Educational Visits and Off-site Activities; Online Safety including Cyberbullying and Acceptable Use; Personal, Social, Health and Economic Education (PSHEE); Safer Recruitment Policy and Procedures; Relationship and Sex Education (RSE); Special Education Needs and Disabilities (SEND Code of Practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and school staff* (DfE: currently in force).

**Specialist Organisation:** [Barnardo's](#), [Lucy Faithfull Foundation](#), [NSPCC](#), [Rape Crisis](#), [University of Bedfordshire: Contextual Safeguarding](#), [UK Safer Internet Centre](#)

**Support for victims:** [Anti-Bullying Alliance](#), [MoJ Victim Support](#), [Rape Crisis](#), [The Survivors Trust](#), [Victim Support](#)

**Toolkits:** [Brook](#), [NSPCC](#), [Safeguarding Unit](#), [Farrer and Co.](#) and [Carlene Firmin, MBE, University of Bedfordshire](#)

**Further information on confidentiality and information sharing:** [Gillick competency Fraser guidelines](#), [Government information sharing advice](#), [Information Commissioner's Office: Education](#), [NSPCC: Things to know and consider](#)

**Further information on sexting:** [UKCCIS: sexting advice](#), [London Grid for Learning- collection of advice](#)

## **APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS AND SPECIFIC SAFEGUARDING CONCERNS**

**Types of Abuse and Neglect Including Specific Safeguarding Issues:** In most cases, multiple issues will overlap with one another. Abuse may take place wholly online, or technology may be used to facilitate offline abuse. Issues could include: *physical abuse; neglect (physical or emotional); peer abuse; extremism/radicalisation; domestic violence; drug/alcohol abuse; emotional abuse; abuse of trust; children who sexually abuse; witnessing domestic abuse or violence; child sexual exploitation (CSE); child exploitation and online safety; pupil sexual exploitation; female genital mutilation (FGM); forced marriages; fabricated or induced illness; faith abuse; safeguarding disabled children; disability and vulnerability; honour-based violence vulnerable groups; bullying including cyberbullying; vulnerable pupils; children in need; child missing education (children who run away or go missing); child missing from home or care; missing children and adults strategy; young carers; cared for children and significant harm; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); hate; mental health; private fostering; homeless; family members in prison; preventing radicalisation; teenage relationship abuse; sexting; trafficking.* Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools: [www.nspcc.org.uk/preventing-abuse/](http://www.nspcc.org.uk/preventing-abuse/)

**PHYSICAL ABUSE: The nature of physical abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries, and no child should be asked to remove clothing by a member of staff of the school.

### **Indicators of physical abuse/factors that should increase concern include:**

- multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.
- If a child has an injury to which they cannot explain, where the parent or child is apparently secretive or evasive or if the explanation does not appear to match the injury.

**EMOTIONAL ABUSE: Definition of emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Staff are provided with [guidance regarding cyberbullying](#).

**The nature of emotional abuse:** Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the

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way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

**Indicators of emotional abuse:** Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

**Behaviour:** acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (‘I’m stupid, ugly, worthless etc’); neurotic behaviour (such as rocking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

**Social issues:** withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

**Emotional responses:** extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

**Neglect** is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Far more children are registered to the category of neglect on child protection plans than to the other categories.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

**Indicators of neglect:** The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don’t keep it to yourself.

**Physical indicators of neglect include:** constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

**Behavioural indicators of neglect include:** constant tiredness; frequent absence from school or lateness; or arriving early at school/leaving late; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

**SEXUAL ABUSE: The nature of sexual abuse:** Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may

also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be committed by anybody, including women and children as well as adult males.

**Characteristics of Child Sexual Exploitation and abuse:** It is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

**Indicators of sexual abuse: Physical observations include** damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

**Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** The school recognises that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Staff recognise that CCE can often be facilitated by technology, including the targeting of young people via social media or the provision of devices in exchange for or to support criminal activity. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

We recognise that Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child’s involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation](#): guide for practitioners

Our staff are aware of safeguarding issues - some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Our staff are aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including Cyber Bullying), gender-based violence/sexual assaults and sexting. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

**CHILD-ON-CHILD ABUSE:** Our staff are clear as to the school’s policy and procedures with regards to child-on-child abuse and

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we follow KCSIE (2025) and WTTSC. See paragraph 'Concerns and allegations of abuse made against other children (Child-on-child Abuse)' inclusive of sexting and banter for the procedures we take to minimise the risk of child-on-child abuse and how allegations will be investigated and dealt with.

**Youth produced sexual imagery (Sexting) - Please refer to our Child-on-Child Abuse Policy.** *The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. The DfE provides [searching screening and confiscation advice for schools](#). The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where a person under the age of 18:*

- creates and shares sexual imagery of themselves or by another person under the age of 18 or an adult.
- is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the guidance 'Sexting in schools: responding to incidents and safeguarding young people'. Cases where the sexual imagery is of a person under 18, is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery. Parents should be informed, unless there is reason to believe that this would put the child at risk of harm. A referral should be made to Children's Social Care or the Police as appropriate. Immediate referral should be made to Children's Social Care/Police if;

- the incident involves an adult; the imagery involves sexual acts; the imagery involves anyone aged 12 or under;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies, then the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved; the image is of a severe or extreme nature;
- the child involved understands consent, the situation is isolated or if the image has been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances and if the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This guidance reflects the UKCCIS Guidance.

**Removal of sexual images/videos:** If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the [Internet Watch Foundation \(IWF\)](#). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.

**Upskirting:** This is where 'someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual

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gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

**CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. The Cornwall Independent provides lessons/assemblies related to staying safe to our pupils, to help combat this risk, focusing on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

**CHILD CRIMINAL EXPLOITATION: COUNTY LINES:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. The school has access to guidance published by the Home Office: [County Lines Toolkit For Professionals](#)

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

**MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance: [Modern slavery: how to identify and support victims](#).

**CHILDREN AND THE COURT SYSTEM:** The Cornwall Independent School recognises that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children, ages 5-11 and 12-17: <https://www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-priorities/children-and-the-court-system-and-children-with-family-members-in-prison>.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following

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separation can be stressful and entrench conflict in families. We recognise this can be stressful for children. The Ministry of Justice (MoJ) has launched an online child arrangements tool with clear and concise information on the dispute resolution service and this may be useful for some parents and carers: <https://helpwithchildarrangements.service.justice.gov.uk/>

**CHILDREN MISSING FROM EDUCATION: (Please also refer to our policy for lost and missing children):** Our staff will follow the school's separate procedures for dealing with children who go missing, particularly on repeat occasions (Please see our Missing Children Policy). All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. It may indicate early intervention is necessary to identify the existence of any underlying safeguarding risk and, in the case of absent pupils, to help prevent the risk of a child going missing in the future. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (2025) (DfE: currently in force). The Cornwall Independent School has an admission register and an attendance register.

We will follow-up unexplained absences of any child with a telephone call to parents/carers from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a pupil who is on a Child Protection Plan. Wherever possible, we will hold three emergency contact details for each pupil to make contact with a responsible adult if necessary. The Cornwall Independent School and the DSL shall also inform the applicable Local Authority of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State). Additionally, the DSL will notify the Local Authority of any pupil who is going to be deleted from the Admission Register where he or she:

- has been taken out of school by his/her parents and is being educated outside the school system e.g. home education;
- has ceased to attend The Cornwall Independent School and no longer lives within reasonable distance of The Cornwall Independent School;
- has been certified by a doctor as unlikely to be in a fit state of health to attend The Cornwall Independent School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend The Cornwall Independent School after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the school does not reasonably believe he/she will be returning at the end of the period; or has been permanently excluded.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'- based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff receive training on the schools unauthorised absences and children missing from education procedures.

**CHILDREN WITH FAMILY MEMBERS IN PRISON:** Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our staff use information provided by <https://www.nicco.org.uk/> to support any pupils who have parents in prison, to help mitigate negative consequences for those children.

**CYBERCRIME:** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). We take advice to ensure that our security procedures for our IT infrastructure are effective and should staff have concerns about a child's involvement with cybercrime, they will refer this to the DSL, who may contact the Cyber Choices Programme. We also ensure our systems meet the Cyber Security Standards – set out by the DfE.

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**HONOUR-BASED ABUSE (including Female Genital Mutilation and Forced Marriage):** So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

**Indicators of Honour-based abuse:** Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

**Actions if HBA is suspected:** If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with Police and Children’s Services. In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

**FEMALE GENITAL MUTILATION (FGM):** This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

**Circumstances / symptoms that may point to FGM happening include:**

- A child talking about getting ready for a special ceremony; a child’s family taking a long trip abroad
- A child’s family being one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be ‘cut’ or to prepare for marriage; Difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

**Mandatory reporting duty:** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school DSL and involve Children’s Services as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

**FORCED MARRIAGE:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. It has also been a crime to carry

out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used, as with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmufco.gov.uk](mailto:fmufco.gov.uk).

**HOMELESSNESS:** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL and deputy DSL are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff are alert to the signs that families of pupils may be at risk of homelessness, and these may include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help, including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they face a homelessness crisis.

**GANGS AND YOUTH VIOLENCE:** We will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm. Our PSHE programme of study include sage appropriate teaching on the dangers of being drawn into gang membership.

**DOMESTIC VIOLENCE AND ABUSE:** The current government definition of *domestic violence and abuse* (DVA) is: *'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of sex or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological; physical; sexual; financial; emotional'*.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. 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. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. If a member of staff is concerned that domestic abuse is occurring within a family or relationship, they should inform the DSL who will consider a referral to Children's Services and/or the Police as necessary. 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).

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge what is domestic violence/effects of domestic violence on children Safelives: young people and domestic abuse](#)

We have close links with Cornwall Police force, through [Operation Encompass](#), who liaise with the school on matters of domestic violence, also providing advice for staff who may be concerned about children who have experienced domestic abuse. The helpline is available 8.00 a.m. to 1.00 p.m., Monday to Friday on 0204 513 9990. The school has a designated email which can only be accessed by the SLT. This is checked daily to ensure we have received alerts to any incidents which have occurred

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in line with the Police force's procedure. All staff have basic level awareness of the Operation Encompass and its purpose.

**BULLYING** - Please also refer to our anti-bullying policy which sets out our procedures in order to prevent bullying and to deal with it, if and when it occurs within the school. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures; Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

**Signs that may indicate bullying:**

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

**SELF-HARM AND SUICIDAL BEHAVIOUR:** Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied, both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly, emotional or physical;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything, or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

**PRIVATE FOSTERING ARRANGEMENTS:** A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the Local Authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. The Cornwall Independent School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Children's Services of the circumstances.

**LOOKED AFTER CHILDREN:** The most common reason for children becoming looked after is as a result of abuse and neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child, and contact arrangements with birth parents or those with parental responsibility. The Designated Teacher and Member of the Advisory Board for looked after children will have the appropriate

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level of training to equip them with the knowledge and skills to undertake their role. The Designated Teacher for Looked after Children and the DSL have details of the child's social worker and the name and contact details of the Cornwall Head of Virtual School.

**TRAFFICKED CHILDREN:** Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where the School is made aware of a child suspected of or actually being trafficked/exploited, including being in Private Fostering, the DSL will report our concerns to Children's Social Care.

**RADICALISATION:** KCSIE (2025) define radicalisation as 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the [Channel programme](#).

## **APPENDIX 2 – MAIN RESPONSIBILITIES OF THE HEADTEACHER/DSL, DEPUTY DSL AND ADVISORY BOARD**

**Main Responsibilities of the DSL:** Our 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.

**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

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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 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.
- attend regular meetings of the local safeguarding network for contextual safeguarding in schools.

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**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 2025).

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 implementation are updated and reviewed regularly, and work with governing bodies or 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;
- 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

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- 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;
- 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:** Training should 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;
- 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 should support 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;
- 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) should 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 2025), 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: 2025) 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

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student file. The receiving school or college should ensure key staff such as the DSL and special educational needs co-ordinators (SENCOs) 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 should 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.

**Advisory Board:** The 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 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
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (HM Government: 2018) 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 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;
- 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;

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### **APPENDIX 3 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)**

The role of the LADO is set out in [Working Together to Safeguard Children \(2023\)](#) and is governed by the Authorities duties under section 11 of [the Children Act 2004](#) and ESSCP Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

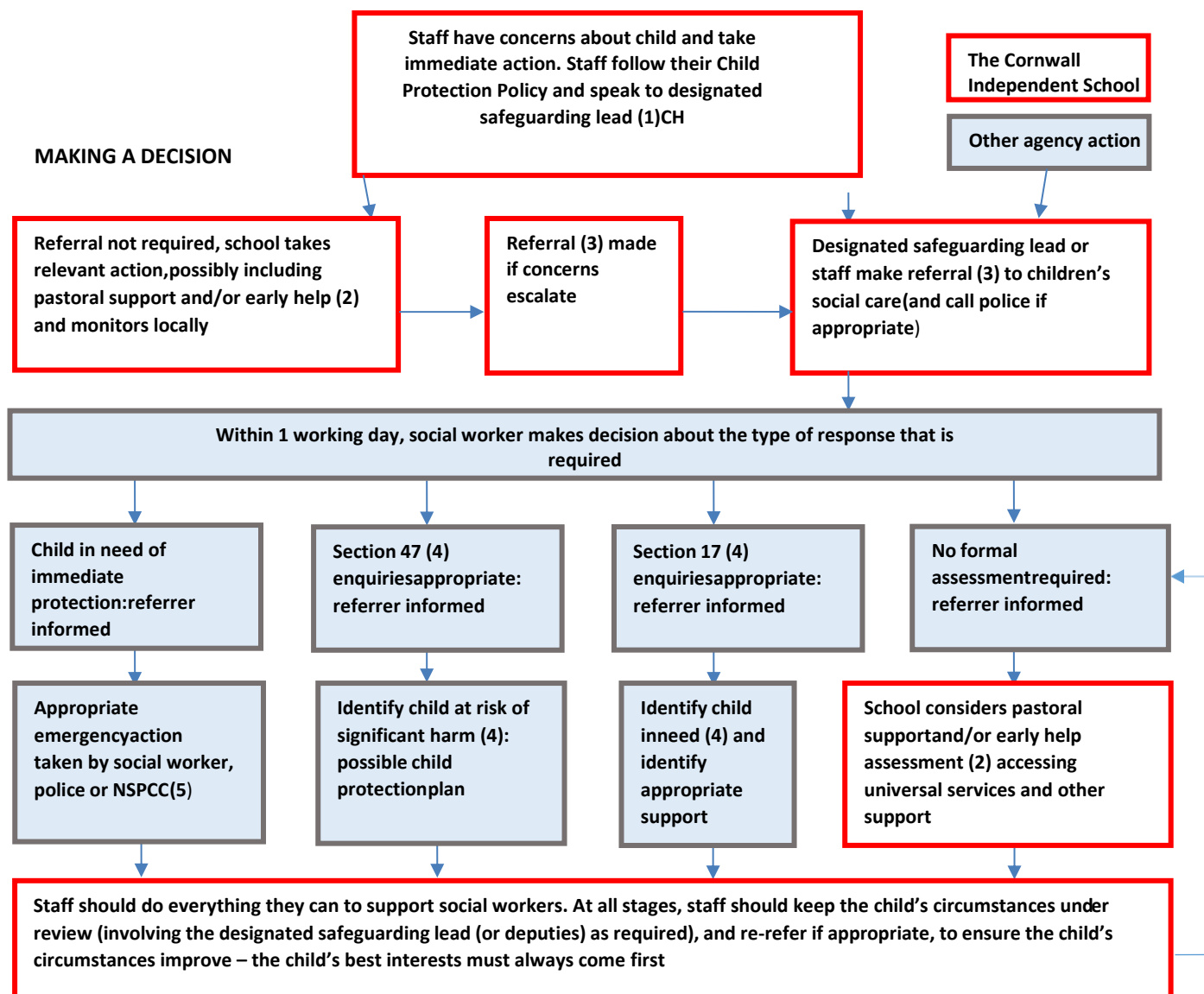
The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has: behaved in a way that has harmed or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children 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:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies; ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made. Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral, and chairing the strategy meeting, in cases where the allegation requires investigation by police and/or social care.

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 school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

## APPENDIX 4 – 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 5 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED

**Member of staff has concerns about a child's welfare (including children in need and children at risk)**  
Be alert to signs of abuse and question unusual behaviours

### Where a young person discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next. Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

### Discuss concerns with Mrs Clare Hawkins (Designated Safeguarding lead for the school)

The **Safeguarding Lead** will consider further actions required, including consultation with the Cornwall and Isles of Scilly Children's Safeguarding Partnership, immediately (number below) or the police if a crime has been committed, immediately. Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency /organisation. In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact children's social care directly

### Cornwall Safeguarding Children Partnership

**Office hours:** 9.00am – 5.00pm Monday to Friday. Telephone: **0300 123 1116**. If the child is at immediate risk dial 999 and ask for police assistance

Out of hours Contact  
Emergency Duty Team  
01208251300

Additional / unmet  
needs

### Cornwall Safeguarding Children Partnership

1. Acknowledge receipt of referral and decide on next course of action (within one working day)
2. Feedback decision to referrer e.g.:
  - Further Assessment including
  - Child protection enquiries/Strategy Discussion
  - No further action required for Children's Social care and Early Help assessment recommended
  - Referred to other agency for service provision

Consult with family and relevant agencies and undertake a Common Assessment (Early HelpCAF) and Team around the Child meetings.

### 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 6 - 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 risk of harm to a child

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

**Any concern or allegation against the Headteacher/DSL will be reported to the Chair of 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](mailto: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: [ciosscp@cornwall.gov.uk](mailto:ciosscp@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

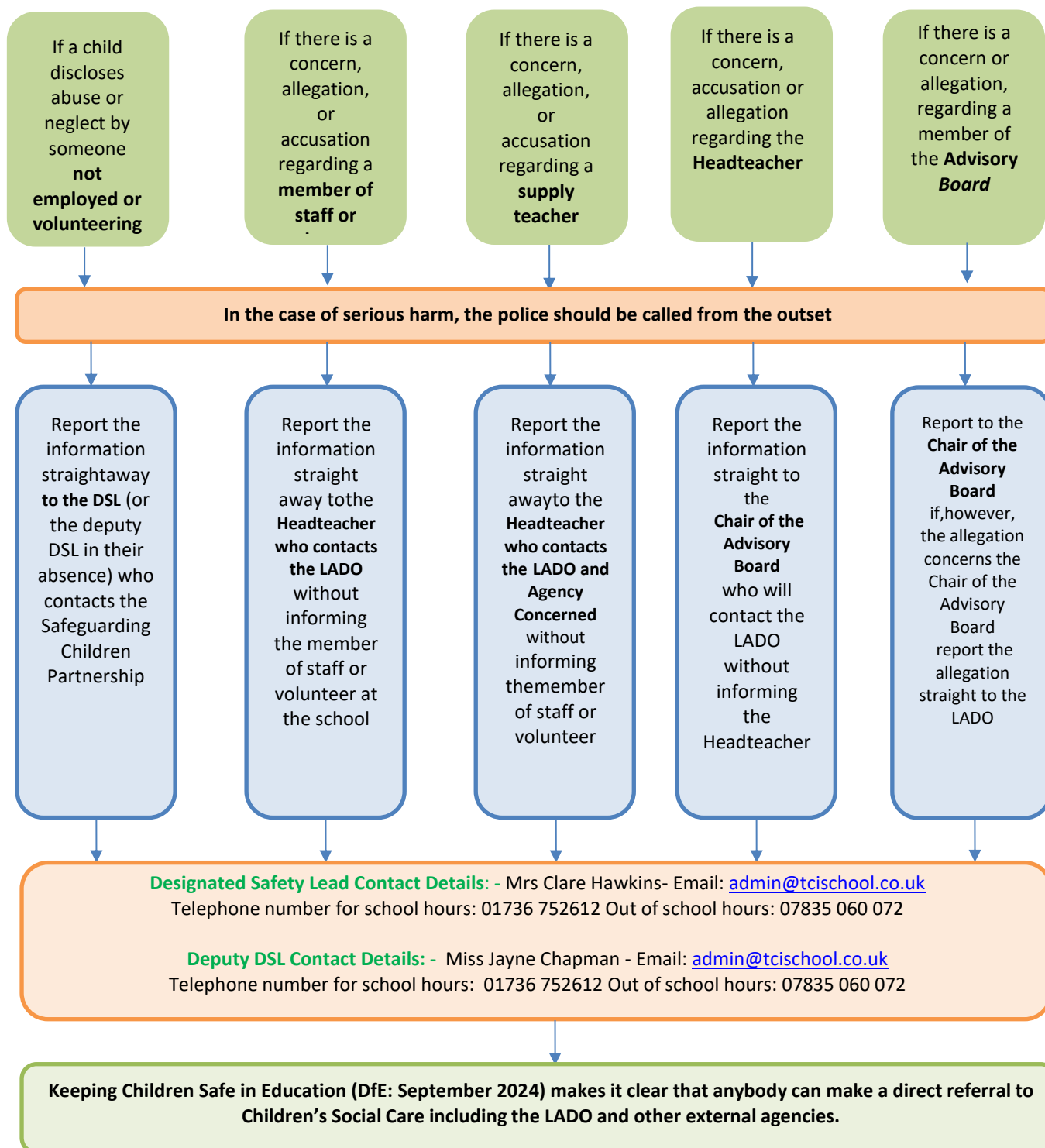
(e.g. for the agency to undertake further enquiries or undertake an internal investigation)

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 2025) makes it clear that anybody can make a direct referral to **Children's Social Care (CSC) including the LADO and other external agencies.**

**APPENDIX 7 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD**  
**FLOWCHART FOR ALL STAFF, VOLUNTEERS AND THE 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 2025). **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 8 – WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, A FLOW CHART FOR ALL STAFF, VOLUNTEERS AND 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 24hours 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 9 - 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 10: 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 11: 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 [Educateagainsthate](#) 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

[South West 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

[Commonsensemedia](#) 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,

[Stopitnow](#) 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

[Parentzone](#) 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 Safeguarding Unit, Farrer and Co. and 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](#)