South East Cornwall Multi Academy Regional Trust

Child Protection and Safeguarding Policy

Keeping Children Safe in Education is everyone's responsibility

Dates of reviews with changes sent for Trust approval:

Review circulated for approval	Approved by Trust Board	Adopted
Sept '17	Oct '17	Oct '17
Sept '18	16/10/18	Oct '18
Sept '19	Oct '19	Oct '19
Sept '20	Oct '20	Oct '20
April '21	June '21	Sept '21
Aug '22	Sept '22	16th Sept '22
June '23	July '23	5th Sept '23
June '24	July '24	Sept '24
June '25	July '25	Sept '25
July '26	July '26	Sept '26

Next date for review: July 2027

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Child Protection and Safeguarding Policy

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Document review history

Update	Date	Description of Change
Minor update	5th Dec 2018	Designated teacher for CIC updated for Looe Community Academy
Minor update	7th Dec 2018	Safeguarding and CIC governor updated for Trewidland following LGC meeting
Minor update	27th Jan 2019	Update Landulph from Esther Best to Karen Ball
Minor updates	Feb 2019	p.9 Information sharing guidance updated to July 2018 (hyperlink updated). p.19 reference to KCSIE updated; p.28 updated to half an hour;
Minor Update	April 2019	Hyperlink added for SMART's whistleblowing policy
Minor Update	June 2019	Update to Saltash Key Contact Details
Minor Update	September 2019	Update to Saltash, Looe, Liskeard and Dobwalls Key Contact Details
Minor Update	September 2019	Refresh references to updated key documents ahead of annual review
Update	September 2020	Refresh references to updated key documents and points of contact. Incorporated reference to the new "Our Safeguarding Children Partnership" arrangement and changes arising from KCSiE 2020
Minor Update	October 2020	Key contacts updated
Update	April 2021	Child on Child abuse
Update	July 2021	Incorporate changes arising from KCSiE 2021
Update	August 2022	Incorporate changes arising from KCSiE 2022
Update	June 2023	Current draft incorporating changes arising from KCSiE 2023

Minor update	Feb 2024	Key contacts updated
Minor Update	Mar 2024	Key contacts updated
Minor updates	February 2025	Update to dates and web links plus change of terminology from 'Looked After Children' to 'Children in Care'
Review	March 2025	Reviewed by Kristien Carrington, LCA Interim Head Teacher
Review	June 2026	Discussed by Safeguarding Leads, draft v3 presented to Trust and adopted in July 2026
Minor updates	July 2026	Minor updates made to reflect latest model policy from CAPH and KCSIE updates ready for September 2026
Minor update	August 2026	Cornwall's Multi Agency Referral Unit (MARU) renamed the Multi Agency Safeguarding and Support Hub (MASSH) from 1st August 2026; all references updated throughout this policy. Referral telephone number (0300 123 1116) is unchanged.
Minor update	September 2026	Updated to reflect KCSIE 2026 (final version, effective immediately): new duty to recognise racism and faith-based prejudice as harm in its own right; widened definition of sexual abuse; discriminatory behaviour added to the child-on-child abuse definition; new whole-school anti-discriminatory culture expectation; and tightened safer recruitment requirement for volunteers in EYFS settings.

Key Contact Details

All of the people named below should consider themselves collectively as the safeguarding and child protection team. Each of the roles named below has specific responsibilities that are set out in detail in the policy.

The Trustee for safeguarding is Verity Campbell-Barr - verity.campbellbarr@smart-trust.net

In each school, the Headteacher can also be contacted to stand in for any of these roles.

Academy	DSL	Operational Safeguarding Lead	CiC Designated teacher for Children in care	SPOC (Prevent) Single point of contact	CSE Sexual exploitation lead	Safeguarding and CIC governor	Whistle-blowing governor
Dob. PS	Kathryn Pipe kpipe@dobwalls.net	Clare Laing claing@dobwalls.net Josh Frame jframe@dobwalls.net	Kathryn Pipe kpipe@dobwalls.net	Kathryn Pipe kpipe@dobwalls.net	Kathryn Pipe kpipe@dobwalls.net	Liz Mabin Liz.Mabin@dobwalls.net	Rebecca Manning Rebecca.Manning@smart-trust.net
Lisk. S&CC	Wendy Birkbeck wbirkbeck@liskeard.net	Rosy Soady rsoady@liskeard.net Corinne Holroyd cholroyd@liskeard.net Dionne Rodber drodber@liskeard.net Carole Chapple cchapple@liskeard.net	Wendy Birkbeck wbirkbeck@liskeard.net Corinne Holroyd cholroyd@liskeard.net	Wendy Birkbeck wbirkbeck@liskeard.net	Wendy Birkbeck wbirkbeck@liskeard.net	Angela Edwards-Jones Angela.Edwards-Jones@liskeard.net	Dean James-Robbins Djamesrobbins@liskeard.net
Looe CA	Paul Boyes PBoyes@looeca.net	Kate Jackman KJackman@looeca.net Anna Sallows ASallows@looeca.net Ed Gilbert EGilbert@looeca.net	Ed Gilbert Egilbert@looeca.net	Paul Boyes PBoyes@looeca.net	Paul Boyes PBoyes@looeca.net	Claire Wilcox CWilcox@looeca.net	Claire Wilcox CWilcox@looeca.net
Saltash CS	Nicholas Evans nevans@saltashcloud.net	Danielle King dking@saltashcloud.net Sarah Moss smoss@saltashcloud.net	Linda Griffin lgriffin@saltash.net	Nicholas Evans nevans@saltashcloud.net	Nicholas Evans nevans@saltashcloud.net	Tim Parkman tim.parkman@smart-trust.net	Tim Parkman tim.parkman@smart-trust.net
Landul. PS	Karen Ball kball@landulphcloud.net	Tania Hawker thawker@landulphcloud.net	Karen Ball kball@landulphcloud.net	Karen Ball kball@landulphcloud.net	Karen Ball kball@landulphcloud.net	Helene Ansell hansell@landulphcloud.net	Helene Ansell hansell@landulphcloud.net
Trewid. PS	Kathryn Pipe kpipe@dobwalls.net	Amanda Cummings ACummings@Trewidland.net Josh Frame JFrame@trewidland.cornwall.sch.uk	Kathryn Pipe kpipe@dobwalls.net head@trewidland.cornwall.sch.uk	Kathryn Pipe kpipe@dobwalls.net	Kathryn Pipe kpipe@dobwalls.net	Steve Neal steve.neal@trewidland.net	Steve Neal steve.neal@trewidland.net
SMART Nurs.	Rachel Sharman rsharman@liskeard.net	Lydia Warwick (DSN) lwarwick@smart-nurseries.net Lisa Rendall (LSN) lrendall@smart-nurseries.net	Rachel Sharman rsharman@liskeard.net	Rachel Sharman rsharman@liskeard.net	Rachel Sharman rsharman@liskeard.net	Kerry Jones kerry.jones@dobwalls.net	Kerry Jones kerry.jones@dobwalls.net

Cornwall Early Help Contact details

- Telephone: 01872 322277
- Email: earlyhelphub@cornwall.gov.uk
- Website: www.cornwall.gov.uk/earlyhelphub

Multi Agency Safeguarding and Support Hub (MASSH) – Cornwall resident (formerly the Multi Agency Referral Unit / MARU, renamed 1st August 2026)

Telephone 0300 123 1116 - if concerns are outside office hours contact 01208 251300

Email: multiagencyreferralunit@cornwall.gov.uk

Multi Agency Safeguarding Hub (MASH) – Plymouth resident

Telephone 01752 668000 - if concerns are outside office hours contact 01752 346984

Secure Email: mash@plymouth.gov.uk

Prevent Lead for Cornwall – Steve Rowell

- Email: prevent@cornwall.gov.uk
- Secure E-mail: Steve.Rowell@cornwall.gcsx.gov.uk

Prevent - Plymouth

- Follow reporting and referral instructions to Plymouth MASH (above)

Local Authority Designated Officer (LADO) - Cornwall

- Telephone 01872 326536. Referrals should go to the MASSH not directly to the LADO team.

Local Authority Designated Officer (LADO) - Plymouth

- Telephone 01752 304769. Or follow instructions above to contact Plymouth MASH.

NSPCC Whistleblowing helpline

- 0800 028 0285

Introduction

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of all pupils in SMART. Our safeguarding policy and other policies and procedures that impact on safeguarding are built around a child-centred, coordinated approach, always acting in the best interests of the child and with the underlying concept that **it could happen here**. For the purposes of this policy, 'children' relates to all those under the age of 18. When looking at the risks to a child's welfare, we will take in to account the wider context, including factors outside of school; this is known as contextualised safeguarding, which

expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Safeguarding is everyone's responsibility - ALL staff are responsible for applying this policy which is common to all schools in SMART because staff will often be working across different schools in SMART and it is therefore essential that we have a common policy framework so that we can ensure the highest standard of protection for children in our care.

This policy was initially co-developed and verified by representatives from all of the schools in SMART working together. The policy was then presented to the safeguarding leads in all of the governing committees under the guidance of the Safeguarding Trustee for final scrutiny before being presented to the Trust Board for adoption January 2018. It has been updated annually to reflect revisions to DfE publications such as Keeping Children Safe in Education and Working Together to Safeguard Children to ensure it represents the latest thinking and best practice in children's safeguarding.

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

Safeguarding culture and child-centred practice

SMART is committed to maintaining a strong safeguarding culture across all academies and settings.

All safeguarding practice within SMART is underpinned by the principles that:

- safeguarding is everyone's responsibility;
- the welfare of the child is paramount;
- all concerns, no matter how small, will be taken seriously;
- all staff should maintain an attitude of "it could happen here";
- children should be listened to, heard and believed;
- safeguarding decisions will be informed by the wishes, feelings and lived experiences of children;
- professional curiosity should be exercised whenever concerns arise;
- information should be shared appropriately and in a timely manner to protect children;
- racism, faith-based prejudice and other forms of discrimination are recognised as harm in their own right, not solely as a symptom of a wider concern.

We recognise that safeguarding concerns rarely present as a single incident and may instead develop through a pattern of behaviours, disclosures, attendance concerns, changes in presentation or emerging vulnerabilities over time.

All staff should remain professionally curious, seeking to understand the lived experiences of children and identifying any barriers that may prevent children from sharing concerns.

Our responsibilities

Section 157 of the Education (Independent School Standards) Regulations 2014 places a duty for all schools in SMART to have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children. We give effect to our duty to safeguard and promote the welfare of our pupils under the Education Act 2011 and, where appropriate, under the Children's Act 2004 by:

- creating and maintaining a safe learning environment for children and young people.
- identifying where there are child welfare concerns and taking prompt action to address them, in partnership with other organisations where appropriate.

This policy develops procedures and good practice within our schools, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavour to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our schools and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, parents and carers through a link on the school's website and a hard copy will be available in the secretary's office.

Purpose of this policy

Our school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our schools' activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, gender reassignment, age, disability, race, religion or belief, sexual identity, pregnancy and maternity, marriage and civil partnership or social status, or any other protected characteristic are protected from abuse.

In terms of establishing the correct ethos and vigilance, this policy defines how we:

- provide help and support to meet the needs of children as soon as problems emerge

- create a safe and welcoming environment where children can develop their skills and confidence recognising that safeguarding children is the responsibility of everyone, not just those who work directly with children.
- respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- ensure that any training or events are managed to the highest possible safety standards.
- share information about concerns with agencies who need to know and involving parents and children appropriately.
- establishing positive, supportive, secure working practices that put children first.
- risk-assess any off-site activity, led by the school.
- follow procedures where concerns are raised or an allegation is made against a member of staff and that such procedures are robust to deal with any concern or allegation and that clear records of investigations and outcomes of concerns and allegations are held on staff files.
- promote an inclusive, anti-discriminatory culture as part of our safeguarding responsibilities.

In terms of building capacity and expertise in our staff we define how we seek to:

- support and encourage other groups and organisations to implement similar policies.
- review ways of working to incorporate best practice, including this policy being regularly reviewed and updated to reflect current best practice and Government expectations.
- ensuring safer recruitment is followed in checking the suitability of all staff, including volunteers and supply staff, who work in every SMART school.
- ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, if appropriate.

In terms of building systems to allow regular and reliable monitoring and reporting:

- ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly review them.
- supporting children and young people in accordance with his/her agreed child protection plan.

- we will follow the procedures set out by the "3 safeguarding partner" arrangement and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- keep written, dated and signed records of concerns about "vulnerable" children including chronologies, even where there is no need to refer the matter immediately and ensure that such records are securely placed. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues.

Terminology

- **Child** includes everyone under the age of 18 years.
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity, including supply staff.
- **Parent** – refers to birth parents and other adults in a parenting role, for example stepparents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Committee** – refers to all forms of governance within the school and multi academy trust.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, including mental health, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Acronyms used in this policy

- DSL – Designated Safeguarding Lead
- DDSL – Deputy Designated Safeguarding Lead
- MASSH – Multi Agency Safeguarding and Support Hub (Cornwall) – formerly known as MARU (Multi Agency Referral Unit) prior to 1st August 2026
- CSE – Child Sexual Exploitation
- CCE – Child Criminal Exploitation
- FGM – Female Genital Mutilation
- KCSIE – Keeping Children Safe in Education
- "3 safeguarding partner" arrangement – Local Authority, NHS commissioning group, local police
- OSCP – Our Safeguarding Children Partnership
- LADO – Local Authority Designated Officer

- MASH – Multi-Agency Safeguarding Hub (Plymouth)
- PVE – Preventing Violent Extremism
- CME – Children Missing Education

Key Documents

This is an overarching policy and should be read in conjunction with the following documents:

'Working Together to Safeguard Children' (2023), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

'Behaviour in Schools' (2024), updated guidance provided by the Department for Education.

"Our Safeguarding Children Partnership" Working Together guidance is available via the following link:

https://ciossafeguarding.org.uk/assets/1/2019_06_06_safeguarding_children_partnership_final.pdf

"Keeping Children Safe in Education" (Sept 2026), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

Keeping children safe in education 2026 (publishing.service.gov.uk)

'What to do if you're worried a child is being Abused: Advice for Practitioners', March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty "Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers", May 2024. The guidance is available via the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

"The Prevent Duty Departmental, advice for Schools and child care providers", June 2015. The guidance is available via the following link:

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

"Multi agency Statutory Guidance on Female Genital Mutilation" (pages 61-63 focus on schools). The guidance is available via the following link:

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

"Children Missing Education – Statutory guidance for local authorities", August 2024. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

"Working Together to Improve School Attendance" August 2024.

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

"Multi agency Statutory Guidance for dealing with Forced Marriage April 2023". This guidance is available via the following link:

Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK

and further advice is available at: https://www.gov.uk/guidance/forced-marriage

Child Criminal Exploitation - further guidance is available via the following link:

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines#what-is-child-criminal-exploitation

Child Sexual Exploitation – further guidance is available via the following link:

https://ciossafeguarding.org.uk/scp/p/professionals/tackling-child-exploitation

"Child Sexual Exploitation Definition and a Guide for Practitioners", DfE February 2017:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

"Guidance for Safer Working Practice for those working with Children and Young People in Education settings", May 2019. This guidance is available via the following link:

https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/13ecce28-e8f2-49e9-83c6-c29337cd8071~110/original?tenant=vbu-digital

UKCIS guidance sharing nudes and semi-nudes (also known as sexting or youth produced sexual imagery).

Full guidance for DSLs is available here:

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

General guidance for all staff is available here:

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview

"Mental health and behaviour in schools", DfE November 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

Additional information has been included from Somerset County Council Exemplar Safeguarding Policy (September 2016) and Derbyshire County Council Exemplar Safeguarding Policy (October 2016).

Furthermore, we will follow the procedures set out by:

The South West Child Protection Procedures: Welcome to the South West Child Protection Procedures (trixonline.co.uk)

In accordance with the above procedures, each school carries out an annual audit of its safeguarding provision (S157 Safeguarding Audit, requirement of the Education Act 2011) and sends a copy to the Local Authority from which a report will be submitted to Our Safeguarding Children Partnership.

This policy should also be read in conjunction with the following policies linked to safeguarding within the school which can include:

Anti–bullying Acceptable ICT user Behaviour Management Whistleblowing Physical Interventions Staff code of conduct Staff discipline policy	E-safety/online Visitors Confidentiality Radicalisation First Aid (including management of medical conditions)	Health, Safety and Wellbeing Intimate care Safer Recruitment Relationships, Sex and Health Education Public Sector Equality Duty

Reporting concerns

General Principles

Some children may not feel ready or know how to report abuse or understand that they are being abused, but staff are encouraged to use their professional curiosity where they have any concerns.

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL. If it is a concern or allegation relating to an adult working with children (such as a member of staff, supply staff, volunteer or contractor), it must go only to the Headteacher, who will judge whether to involve the DSL (see "Allegations" section below).

The DSL may well have information that other members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see the "Confidentiality" section below).

However insignificant you think your concern might be, do pass it on to your DSL. It may only be a small bit of information, but it could help to form a bigger picture.

If the DSL is not available, then speak to the Deputy DSL.

It is the DSL's responsibility, seeking guidance as necessary, to advise on responses to safeguarding concerns. This could result in pastoral support, early help assessment or a referral to statutory services.

At all times, it is the intention of this policy to enable staff to act in the **child's best interest** and, wherever possible to listen to and take account of their wishes and feelings. It is never in the child's best interest, however, to not keep relevant safeguarding staff fully informed, so you cannot promise a child that you will keep information to yourself.

All staff should be able to reassure the child that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a child ever be made to feel ashamed for making a report.

Please note that allegations of historical child abuse must go to the police.

All concerns must be followed up in writing via CPOMS.

As part of working together to safeguard children, staff are expected to support any follow-up action or statutory assessment by children's social care.

It is important to see the role of safeguarding in all aspects of the work of the Trust. The following diagram from the NSPCC illustrates some of the necessary ingredients of developing a safer culture.

Voice of the child

SMART recognises that children are the experts in their own lives.

When responding to safeguarding concerns, staff will consider:

- the child's wishes and feelings;
- the child's lived experiences;
- how the child communicates;

- any barriers to communication;
- the impact of decisions on the child.

Staff should recognise that children's behaviour, attendance, presentation, emotional wellbeing and relationships may provide important indicators of their experiences and welfare.

Wherever possible, children will be supported to participate in safeguarding decisions affecting them.

Professional curiosity

All staff are expected to exercise professional curiosity.

Professional curiosity involves exploring and understanding what is happening within a child's life rather than accepting explanations at face value. Staff should be professionally respectful while remaining appropriately challenging where concerns exist.

This may include:

- noticing patterns in attendance, behaviour or presentation;
- exploring inconsistent explanations;
- recognising disguised compliance;
- considering cumulative concerns;
- seeking additional information where required.

Professional curiosity supports early identification of safeguarding concerns and helps ensure children receive the right support at the right time.

If the DSL/DDSL are not available

See if there is a member of the leadership team available, but if there is an immediate concern about a child or their family **any member of staff** can phone the MASSH for advice and guidance if the DSL/DDSL are not available.

If the member of the leadership team is unsure, they can contact MASSH for advice and guidance.

Contacting MASSH (for advice or when making a referral)

Ensure that you have as much factual information about the child as possible when you phone include:

- full name.
- D.O.B.
- address.
- family composition details (including names of parent(s) and siblings).
- any key professionals working with the school, the child or the family.
- factual information about the concerns you have.

Making a referral in writing

You will need to back any phone call up in writing by completing the multi-agency referral form. The form and guidance are available from the OSCP website:

https://ciossafeguarding.org.uk/scp/p/worried-about-a-child

You must then send it in by secure email which is clearly highlighted on the referral form:

https://ciossafeguarding.org.uk/scp/p/our-policies-and-procedures/referral-forms

You must also still inform the DSL and follow up in writing via CPOMS - please see the key contacts page for contact details at each school.

Action by MASSH

The MASSH will action the referral within one day and acknowledge receipt to referrer; if this is not forthcoming the referrer must follow up. Use the local escalation procedure if your concern is not addressed and the child's situation not improving or is deteriorating.

Recording

All concerns, discussions and decisions must be recorded in writing via CPOMS.

Informing Parents

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this. If you are uncertain as to your specific role in this, contact the DSL.

Resolution of Professional Differences

In the event that the school disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy (previously referred to as the "escalation policy"). The policy is available via the following link:

2024_12_resolving_professional_differences.pdf

If the Child/Family are already known to Social Care

When a member of staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social

care then they should contact the allocated worker. If they do not know the name of the worker, they can contact MASSH who will provide contact details of the worker and/or their manager.

Early Help Assessment

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services. These children are therefore much more vulnerable.

We will ensure every child receives the right help at the right time to address risks and prevent issues escalating.

Any child may benefit from an early help assessment, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has experienced multiple suspensions and is at risk of being permanently excluded from school
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- is a young carer.
- is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing from education/goes missing from care or from home.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence.
- is misusing drugs or alcohol themselves.
- is showing early signs of abuse and/or neglect.
- is showing signs of displaying behaviour or views that are considered to be extreme or is at risk of being radicalised or exploited.
- has returned home to their family from care.
- is a privately fostered child.
- has a parent or carer in custody, or is affected by parental offending

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for children and their families:

- support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- it is single point of access for professionals, families and young people to access Early Help Services in Cornwall.

- the triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the school wishes to make a referral, then they would contact the Early Help Hub.

Through this process the school will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed.

Additional guidance can also be accessed by using the OSCP multi agency threshold document. Guidance is available via the following link:

Cornwall and the Isles of Scilly Safeguarding Children Partnership - Procedures and guides (ciossafeguarding.org.uk)

Child Abuse

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2023). Bullying and forms of bullying including prejudice based and cyber bullying can also be characterised as abusive and may include at least one, if not two, three or all four, of the defined categories of abuse shown below:

Physical Abuse

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

Emotional Abuse

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

children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Children are more likely to be sexually abused by someone they know than by a stranger. Children under the age of 13 can never legally consent to any sexual activity. The activities may involve physical contact or 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 is perpetrated by adult males and women, and by other children; KCSIE contains specific guidance on sexual violence and sexual harassment between children in schools.

Any action taken is under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may include a failure to:

- provide adequate food, clothing and shelter.
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.
- it may also include neglect of, or unresponsiveness to a child's basic emotional needs.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in KCSIE.

Prejudice-based and Faith-targeted Abuse

Racism and faith-targeted abuse can significantly affect a child's welfare, wellbeing and sense of safety. Staff should treat any incident of racist or faith-targeted behaviour as a safeguarding matter in its own right, recognising that

such behaviour can cause lasting harm even where it does not co-occur with another form of abuse.

Specific Safeguarding / Contextual Safeguarding Issues

There are specific issues that have become critical issues in South East Cornwall that schools will ensure **ALL** staff and governors are familiar with. Schools will keep updated on current trends in the local area as well as national issues through engagement with the SMART Safeguarding Leads team and local safeguarding agencies. Each school will; having processes in place to identify, report and monitor these issues and make sure they are included within the school curriculum where appropriate. In South East Cornwall specific areas of concern include:

- Child Criminal Exploitation (CCE), including county lines.
- drugs, alcohol and substance abuse.
- gangs and youth violence (also referred to as serious violence or serious violent crime involving weapons).
- preventing radicalisation.
- hate or prejudice based abuse.
- online abuse/sharing nudes and semi-nudes (also known as sexting or youth produced sexual imagery).

Each school maintains the view that 'it could happen here' and so is aware of the potential harm from a variety of issues including but not limited to:

- child on child abuse, including bullying, cyber bullying, sexual violence and sexual harassment between children in schools.
- Child Sexual Exploitation (CSE).
- domestic violence.
- self-harm.
- fabricated or induced illness.
- faith abuse.
- so called honour-based abuse.
- Female Genital Mutilation (FGM).
- forced marriage.
- gender based violence/violence against women and girls (VAWG).
- mental health.
- private fostering.
- teenage relationship abuse.
- trafficking.
- missing children.
- children absent from education.
- child sexual abuse within the family.
- poor parenting, particularly in relation to babies and young children.

- And that children may be vulnerable to multiple harms.

Schools can access broad government guidance on the issues listed above via:

https://www.gov.uk/childcare-parenting/preventing-neglect-abuse-and-exploitation

and local procedures and strategies are available through:

https://ciossafeguarding.org.uk/scp

Each School will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors.

Contextual Safeguarding

SMART recognises that safeguarding risks may arise from outside of the family home.

Children may experience abuse, exploitation or harm:

- within peer groups;
- online;
- in the community;
- whilst travelling to and from school;
- within public spaces;
- through the use of technology and social media.

Contextual safeguarding seeks to understand and respond to these risks by considering the wider environments in which children live and interact.

Staff should remain alert to concerns linked to child criminal exploitation, child sexual exploitation, serious violence, online abuse, harmful peer relationships and wider community risks.

Part 1 and Annex B of KCSIE 2024 provide more detail on the following:

Child Criminal Exploitation (CCE)

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

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

The experiences of girls being criminally exploited can be very different to boys, and thus staff should be aware that the indicators can be very different for girls and boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitations.

Serious violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE Child Sexual Exploitation February 2017).

CSE is a form of child sexual abuse, so all suspected or actual cases are a safeguarding concern in which Child Protection procedures **must** be followed; this will include a referral to MASSH and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

Potential indicators of CSE are contained within KCSIE.

Radicalisation/PREVENT

Every school in SMART will ensure **ALL** staff including Governors adhere to their duties in the Prevent advice 2015 to prevent radicalisation:

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising.
- Communicate the importance of the duty.
- Ensure **All** Staff and Governors implement the duty.
- Ensure the risks of Radicalisation are referred to within all relevant policies. including visitors, anti-bullying and e-safety
- Ensure any visiting speaker is vetted correctly.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (November 2014).

Every school in SMART will respond to any concern about Radicalisation/Prevent as a safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the safer Cornwall website (link below).

https://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/

What can we do to help our children understand these issues and help protect them?

- Provide a safe space for them to debate controversial issues.
- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.

Every school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in KCSIE 2026 as well as those listed in the PREVENT guidance. https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

All staff in the first instance should contact the PREVENT Single Point of Contact within the school with any concerns.

Concerns can be discussed with the Prevent Lead for Cornwall: See key contacts page at the front of this policy. MASSH may also be contacted for advice. For immediate concerns contact the police directly.

Female Genital Mutilation (FGM)

Every school in SMART recognises and understands that there is a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MASSH. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so and reporting to the Headteacher, other safeguarding staff, MASSH, child social services or police is felt to be more appropriate.

Potential indicators of FGM are contained within KCSIE.

Child on Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. The reasons for this are complex and are often multi-faceted. We understand that all our schools need to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in every school in SMART.

Child on child abuse is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MASSH.

Child on child abuse is unacceptable and can adversely impact on a child's wellbeing and education. It is most likely to include, but may not be limited to:

- language seen as derogatory, demeaning, inflammatory, including innuendo
- coercion and bullying (including cyberbullying, prejudice-based bullying or discriminatory bullying)
- gender based violence
- sexual violence, assaults, or harassment, including through intimate personal relationships (sometimes referred to as teenage relationship abuse) or via online activity
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- consensual and non-consensual sharing nude and semi-nude images and videos (also known as sexting or youth produced sexual imagery)
- upskirting
- discriminatory behaviour, including racism and faith-targeted abuse
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We have a zero-tolerance approach to such abuse, which must be challenged and reported by staff, and will never be passed off as 'banter' or 'part of growing up' or 'having a laugh' or 'boys being boys'.

Such abuse could be standalone or part of a broader pattern of abuse.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. This is referred to as harmful sexual behaviour. However, an approach of challenge and support can help to prevent future behaviours.

When reports of child on child sexual violence or sexual harassment are made, whether the incident happened in school, outside or online, **all** victims will be reassured that they are being taken seriously and that they will be supported and kept safe. The DSL will act promptly and in accordance with Keeping Children Safe in Education (Part 5), undertaking a risk and needs assessment to safeguard those involved, which will be kept under review. Any victim or alleged perpetrator of such abuse will be offered the appropriate support, including through external agencies.

Each school is proactive in challenging all types of abuse. We aim to use approaches in the curriculum to address and prevent and tackle child on child abuse.

In addition to the school's reporting systems, the NSPCC's Report Abuse in Education helpline is available on 0800 136 663 (or by email: help@nspcc.org.uk). This provides support to:

- children and young people who want to share current and non-recent experiences of sexual abuse and harassment;
- children and young people who want to talk about being involved in or witnessing any incidents;
- anyone who works or volunteers in a school setting and needs support and guidance;
- adults who have experienced non-recent abuse;

- parents and carers who are concerned about their own child or other children.

Harmful sexual behaviour

SMART recognises that harmful sexual behaviour exists along a continuum from inappropriate behaviour through to abusive and violent behaviour.

Any concern relating to sexualised behaviour will be assessed proportionately, taking account of:

- age;
- developmental stage;
- context;
- power imbalance;
- consent;
- impact on others.

Children displaying harmful sexual behaviour will be supported appropriately whilst safeguarding any victim.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken via the DSL or DDSL.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. A school may need to devise a policy or procedure that meets the individual needs of a child. This should be written in conjunction with the parent(s) and staff working with the child. The child, where they are of sufficient understanding, should have the policy or procedure discussed with them. All staff need to be confident in its use.

Every school in SMART must recognise that additional barriers can exist when identifying abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare, each school will follow the same procedures as outlined within this policy and liaise with the DSL initially.

Additional support and guidance can be found within the SEND Code of Practice (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

As well as 'Supporting pupils with medical conditions'

(https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions–3)

And from specialist organisations, such as:

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) who offer information, advice and guidance for parents and cares of children and young people with SEND.

Mencap also represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Children potentially at greater risk of harm

Some children may face additional safeguarding vulnerabilities and barriers to identifying, reporting or escaping abuse.

This may include:

- children with SEND;
- children in care;
- previously looked-after children;
- children with social workers;
- young carers;

- children living in temporary accommodation;
- children experiencing mental health difficulties;
- children affected by domestic abuse;
- children who are absent from education;
- children at risk of exploitation;
- children who are privately fostered;
- children from minority or marginalised groups.

All staff should be aware that these vulnerabilities do not cause abuse but may increase risk and create additional barriers to disclosure.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. They may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Online Safety

Mobile phones, laptops, iPads, tablets, smart watches and other on-line products are integrated into all our lives. However, there are those that seek to use these for their own or others gratification. The link below provides more information on online safety and covers issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour.
- The risks from online content that can be categorised as misinformation, disinformation or conspiracy theories.
- Child sexual exploitation and trafficking.
- The impact of new technologies on sexual behaviour, for example sharing nudes and semi-nudes (also known as sexting or youth produced sexual imagery).
- The risks associated with generative AI

https://www.gov.uk/government/publications/education-for-a-connected-world

SMART takes online safety very seriously both in terms of our pupils and our staff and provides age-appropriate education around safeguarding, including online safety to all pupils and online safety awareness training to all staff.

Filtering and monitoring

SMART employs robust filtering software to protect users from accessing illegal, inappropriate and potentially harmful content online protected by

Smoothwall Filtering and Firewall services and Sophos Endpoint Protection administered by ICT support. In addition, each school receives monitoring alerts of potentially inappropriate internet use in line with the latest government guidance:

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK

Generative AI: product safety expectations - GOV.UK

Please also refer to Trust's data protection policy and Acceptable use policy for staff and the corresponding policy for students.

Staff receive relevant training, which includes online safety as per the guidance outlined within the KCSIE 2026.

Filtering and monitoring arrangements will be reviewed by the school regularly and included within the annual Safeguarding Peer Review process.

Remote education is provided through our established systems, which vary between our schools; each school's website has a section that explains its approach to remote education.

Artificial Intelligence and emerging technologies

SMART recognises the safeguarding opportunities and risks associated with emerging technologies and artificial intelligence.

Staff should be aware of risks associated with:

- AI generated content;
- deepfake images and videos;
- misinformation and disinformation;
- online manipulation;
- AI chatbots;
- synthetic media;
- online grooming facilitated through emerging technologies.

Concerns regarding any technology-related safeguarding issue should be reported to the DSL and managed in accordance with safeguarding procedures.

Education about emerging technology risks will be delivered through the curriculum in an age-appropriate manner.

Domestic Abuse

Domestic abuse may take many forms, including physical, sexual, financial, psychological or emotional. This SMART policy reflects the latest guidance from the Domestic Abuse Act 2021 in that every school seeks to support victims and promote awareness.

Witnessing the physical and emotional suffering of a parent makes the child a victim of the abuse, as this causes considerable distress to children. Both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so, hoping that someone will realise something is wrong.

Attendance as a Safeguarding priority

Regular attendance supports children's safety, wellbeing and educational progress.

Poor attendance, persistent absence and repeated lateness may indicate:

- neglect;
- exploitation;
- mental health concerns;
- domestic abuse;
- unmet needs;
- harm occurring outside school.

Attendance concerns will therefore be considered as part of safeguarding practice and reviewed alongside other relevant information.

Children Absent from Education

Staff must know their school's procedures on how to report a missing student.

Attendance, absence and exclusions are closely monitored. A child with unauthorised absence or going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual and/or criminal exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

That action may include a 'safe and well' check or home visit by school staff to a pupil's home which may take place regardless of any contact received by parents/carers at the discretion of the school.

EHE - Elective Home Education

We aim to meet with parents/carers who are considering EHE before a final decision is made, to ensure that EHE is in the best interest of the child as in some cases elective home education can mean that some children are not in receipt of a suitable education.

We will always advise the Local Authority at the earliest opportunity when children are withdrawn from the school to be electively home educated, completing the required Elective Home Education Form (as in link below) and returning it with a copy of a letter from the parents / carers confirming that they are withdrawing the child from the school to home educate. Further guidance is available via

https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=XP6kP8Hli2c

The DSL/DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question.

Reduced Timetables

Should a reduced timetable be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/young person has their full entitlement. Guidance is available at https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/reduced-timetables-part-time-attendance/

The use of a reduced timetable should be an exceptional measure in this school. It is illegal for a school to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority's best practice guidance has been followed. 'Guidance for schools and educational settings' details further the actions and procedures that need to be followed.

Reduced timetables will never be used as a long-term solution, informal exclusion or behaviour management strategy.

Where a reduced timetable is implemented:

- parental agreement will be obtained;
- safeguarding risks will be assessed;
- arrangements for supervision will be clear;
- progress will be reviewed regularly;
- a plan for reintegration will be established.

Children in Care or previously looked after

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe (see KCSIE 2026).

A designated children in care lead has been appointed from the senior leadership team please see the key contacts page for further details.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the children in care education support service (CICESS).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council regardless of whether there are currently children within their school who are in care or will ensure that a representative from SMART attends if attendance is a challenge for the school.

Young Carers

Each school recognises the needs of young carers in that they can be more vulnerable or placed at risk. Headteachers aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. Since February 2023 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.

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however the choice of whether

or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time any of the schools in SMART have a concern regarding a child who this may apply to, immediate contact will be made with MASSH for guidance and advice.

Private Fostering

A private fostering arrangement is when a child is cared, or intended to be cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MASSH.

Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country, including across county lines.

It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 0800 012 1700.

Advice or referral can be made via MASSH (0300 123 1116) or for Vulnerable Adults (0300 1234 131).

Special Circumstances

Work Experience

The Trust has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in KCSIE 2024.

Children staying with host families

The schools may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the schools follow the guidance in KCSIE 2024 to ensure that hosting arrangements are as safe as possible.

Alternative provision

To protect our students that are placed with an alternative provider, we will obtain in writing that appropriate safeguarding checks have been completed for that setting. The Alternative Provision provider will also be provided information on how they can share any safeguarding concerns they may have whilst supporting the pupil. The main school must continue to oversee the safeguarding of children who may attend Alternative Provision and be certain that these providers have sufficient and robust safeguarding procedures and policies in place. The school will maintain active oversight of the safeguarding arrangements within alternative provision settings through:

- regular communication;
- attendance monitoring;
- safeguarding information sharing;
- review of safeguarding policies;
- verification of safer recruitment practices.

The placing school retains overall responsibility for safeguarding children attending alternative provision.

Confidentiality and Information Sharing

In receiving a disclosure, no adult must ever guarantee confidentiality to any individual including parents, children and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken and certain other people will need to know in order to secure the best outcome. Only those that need to know will be informed.

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the **best interest** of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child, then the DSL must be informed immediately. They should then contact MASSH.

Record Keeping

Well-kept records are ***essential*** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies. Our records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns, discussions and decisions about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance. DSL will consider sharing information before a child leaves our school.
- Any files we receive for new joiners must be made known to DSL and others as required.
- Ensuring all records are clear, factual and jargon free.

Low-level concerns

SMART promotes a culture of openness, transparency and accountability.

A low-level concern is any concern regarding an adult working in or on behalf of the school that does not meet the harm threshold but may indicate that a person has acted in a way which:

- is inconsistent with the staff code of conduct;
- may have caused a sense of unease;
- may have created a risk of harm;
- may have undermined professional boundaries.

Examples may include:

- inappropriate language;
- over-familiarity;
- favouritism;
- communication outside appropriate channels;
- behaviour that could be misinterpreted.

Low-level concerns should be reported to the Headteacher and recorded appropriately.

Records may be reviewed to identify patterns of behaviour requiring further action.

Allegations against and concerns about staff, volunteers or other adults

Allegations against or concerns about staff, volunteers, or other adults (including contractors and supply staff) are covered in all basic training and induction training that takes place within each school and is the responsibility of the Headteacher, who will judge whether to involve the DSL.

We will follow the guidance contained in Part 4 of KCSIE 2026.

Never let your concerns, no matter how small, or any allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what they say will be taken very seriously and everything possible done to help.

This includes the reporting of concerns that may not, in themselves, meet the harm threshold for external reporting to the LADO. This might include situations that cause you a sense of unease or causes students to feel humiliated.

In all instances the Headteacher must be informed. If the Headteacher is not available, then the DSL should be advised.

If the allegation or concerns are in relation to the Headteacher, then the CEO and Chair of the Trust must be informed.

In all situations regarding serious concerns or an allegation of abuse against a member of staff, a volunteer, a Governor or other professional (including contractors and supply staff), the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances the Headteacher, or Chair of Governors (if it is against the Headteacher) will contact the LADO for advice. As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee concerns and allegations made against professionals and volunteers who work with children. All allegations and concerns that meet the harm threshold should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations. The LADO should be consulted if it is unclear whether the concern meets the harm threshold.

The following issues need to be considered:

what are the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser.

contact the parents or carers of the child/young person **if** advised to do so by the LADO.

consider the rights of the staff member for a fair and equal process of investigation.

ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.

act on any decision made in any strategy meeting; and

advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded or would have been if they have resigned.

If a referral needs to be made, then this must go through MASSH who will then pass it on to the LADO team. The referral form can be found at:

https://www.cornwall.gov.uk/lado

The Trust has a legal requirement to protect staff from adverse publicity following any allegation under the Education Act 2002; strict confidentiality must be maintained.

Whistleblowing

If you are concerned about how the school manages or delivers safeguarding and child protection, then please follow Whistleblowing Policy (smart-trust.net).

NSPCC Whistleblowing helpline: 0800 028 0285

Supporting Staff

Our schools recognise that staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The culture of open support in SMART should enable staff in such situations to be able to talk to a member of the senior leadership team in their school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MASSH or the Early Help Hub.

In addition, the member of staff should be able to access support through:

their own GP.

The Samaritans Telephone: 116 123.

NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children).

Staff Confidential Counselling Service (via Zurich Insurance): 0117 934 2121.

Key Safeguarding Roles and Responsibilities

The responsibilities for safeguarding are shared between all members of the school community but the management of these processes are delegated to the DSL/DDSL in each school and the monitoring is delegated to the Safeguarding Governor for each school. It is the responsibility of the Headteacher to appoint and monitor the work of their DSL and the responsibility of the Chair of Governors to appoint and monitor the work of their Safeguarding Governor.

The Safeguarding Trustee must be satisfied that the LGC is fulfilling its responsibilities to the correct level of scrutiny to leave autonomy for these process in their hands. They will verify this through the quality of response and KPI data passed to them by link Governors.

The annual safeguarding review cycle

April - The cycle begins with the Safeguarding Annual S157 Audit which is produced by the Local Authority (should this cease then the Trust will compile its own), completed by the DSL in each school during April and circulated to the school's safeguarding Governor and to all the DSLs in the Trust.

May/June - The S157 Audit is submitted to the Local Authority, by the deadline specified by the LA.

The S157 Audit is assessed and is returned to DSLs by end of summer term.

June/July – DfE publishes update to 'Keeping children safe in education', which informs our safeguarding policy review. Policy reviewed and approved following consultation.

Sept – Tier 1 training for half an hour for all staff on the INSET day including PREVENT contacts.

Sept – All Trustees, Governors, staff and volunteers read the updated version of this policy and 'Keeping children safe in education Part 1' (new staff read at induction)

Sept – Trustees, Governors, SLT, DSLs/DDSLs and others involved in the management of safeguarding read 'Keeping children safe in education – Part 2'

Sept – those involved in the recruitment process read 'Keeping children safe in education – Part 3'

Sept – those involved in managing allegations against staff and other adults read 'Keeping children safe in education – Part 4'

Sept – DSLs/DDSLs and others involved in managing child on child sexual violence and sexual harassment read 'Keeping children safe in education – Part 5'

Sept – relevant staff read 'Keeping children safe in education' – Annex B (additional, detailed information), Annex C (role of the DSL), Annex D (host families/exchange visits), Annex E (supervision of activity with children which is regulated activity when unsupervised)

Sept – Trustees read the Charity Commission's 'Safeguarding and protecting people for charities and trustees'

Sept - The outcomes of the audit are presented to LGC by DSLs in the first meeting in September.

Questions are posed by Safeguarding Governor and others and outcomes sent to Trustee.

Trustee raises the audit outcomes at Trust Board to confirm all required actions in place.

Once per term – Safeguarding Governor visits to request evidence randomly from the audit as well as receiving feedback on actions agreed on the previous visit.

Ongoing - Regular updates to staff on safeguarding matters, including local and national patterns, including PREVENT.

Every Governor and Trust Board meeting – there is a safeguarding update.

The Safeguarding Trustee will attend at least one external safeguarding session per year and feedback to Safeguarding Governors so they can direct questions in their next meetings.

The annual Safeguarding audit (S175 return) for the LA can be delayed due to factors outside the control of schools. Where it isn't going to be possible for the LGC to receive a completed audit document for review, the LGC can delegate responsibility for approval and sign off to the Safeguarding Governor and Chair of Governors with a final copy being presented at the final LGC meeting of the year.

Designated Safeguarding Lead (DSL), and Deputy (DDSL) or Operational Safeguarding Lead (OSL)

There is a legal obligation under the Education Act 2002 S157 for all schools to have a designated safeguarding lead. All schools in SMART follow the guidance in Annex C of KCSIE 2026 which outlines the key responsibilities of the DSL and these are transferred into our scheme of delegation as described above (including an understanding of online safety and filtering and monitoring systems and processes in place): The DDSL is to deputise for all of the roles of the DSL. While authority for actions can be delegated by the DSL to DDSL, responsibility remains with the DSL. The DSL will ensure that there is excellent communication between the Safeguarding Team within the school and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

Local Governing Committee Safeguarding Governor

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE 2026. These are transferred into our scheme of delegation as described above.

The Safeguarding Governor should:

- meet regularly with DSLs;
- review safeguarding data and trends through analysis of CPOMs incident logs;
- monitor safeguarding action plans;
- review low-level concern arrangements;
- review filtering and monitoring effectiveness;
- undertake safeguarding visits;
- provide appropriate challenge and support;
- report safeguarding oversight to Governors and Trustees.

Named Adults in Early Years Settings (EYFS)

The DfE statutory framework requires:

every EYFS child to have a named key person (1.10) and this must be communicated to the parents/carers together with the details of the role. In larger groups where both a teacher and TA work in order to ensure ratios of children to staff are appropriate, both will be named as the key person together.

Every EYFS child is free of any form of corporal punishment, threat of corporal punishment or punishment which might adversely affect a child's well-being.

Safer Recruitment

The Headteacher of each school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009.
- statutory guidance relating to volunteers is followed.
- where a school is also subject to the EYFS framework, volunteers must not be permitted to begin working within the settings covered by the EYFS framework until the school or maintained nursery school has received the volunteer's enhanced DBS certificate, including barred list information.
- at least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme and as such ensures that…
- clear job specification and commitment to safeguarding is provided in the recruitment pack.
- opportunity is provided to self-certify on relevant cautions or convictions.
- all offers are made subject to DBS, original copies of documents and verified references.
- all sections of the application form are completed without exception including gaps.
- allocation of correctly briefed mentors for newly appointed staff.

Our school in SMART maintains its own Single Central Record (SCR) through 'Sign In Central Record' which demonstrates we have carried out the range of checks required by law on our staff and regular visitors.

Our school in SMART complies with the requirements of Part 3 of KCSIE 2026.

Every school in SMART complies with the requirements of the Childcare Act 2006 and the 2018 Childcare Disqualification Regulations (as amended).

As per guidance within KCSIE 2026, online searches of candidates will be considerd as part of the shortlisting process.

Agency and third-party staff (supply staff)

We will obtain written notification from any agency, or third-party organisation that they have carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working here that we would otherwise perform.

Where that position requires a barred list check, this will be obtained by the agency or third party prior to appointing the individual. We will check that the person presenting themselves for work is the same person on whom the checks have been made.

Attendance at Child Protection Conference

If a child or young person becomes the subject in a Child Protection Conference the school may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the school including agreeing their role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan. This will be undertaken using the signs of safety model. For more information about signs of safety discuss with the allocated social worker or the independent chair prior to the meeting.

Training

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE 2024 and Governors have been provided with and signed to say they have read and understood Part 1 and Part 2 of KCSIE 2024.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members receive safeguarding and child protection updates at least annually. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full Governors' meetings.

All staff will also, as part of our induction, be issued with information in relation to:

- child protection policy.
- behaviour policy.
- staff code of conduct.
- safeguarding response to children who go missing from education.
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies); and
- Part 1 of Keeping Children Safe in Education (and additional parts if the role requires).
- guidance for safer working practice for those working with children and young people in education settings 2019.
- SMART's staff acceptable use policy for ICT.
- Children Missing Education.

The schools' DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole school training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support their school in ensuring safeguarding arrangements are robust and achieving better outcomes for the pupils in their school. They will also undertake PREVENT awareness training.

The Local Governing Committee will have access to safeguarding training within the school. Safeguarding training including PREVENT and training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, should be completed on induction and updated on an annual basis. In addition to this training the Safeguarding Governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment

processes and changes in safeguarding requirements when recruiting staff. They will read Part 3 of KCSIE. Each Local Governing Committee should have at least one governor who has received safer recruitment and read Part 3 of KCSIE.

Safeguarding training assurance from 3rd party providers/contractors

It is the responsibility of the School to seek assurance from the 3rd party supplier/contractor as to the level of safeguarding training they provide to their staff (it is perfectly acceptable to ask and challenge for this information so that the School has the assurance needed). In addition to this, the School will ensure that contractors/3rd party suppliers receive local safeguarding information (the School safeguarding leaflet and code of conduct) so that they understand what is expected of them, how to raise any concerns and how to deal with any difficult situations they may find themselves in. The safeguarding information for contractors/third party suppliers is also about them protecting themselves as much as it is about protecting the children and young people in school.

For audit purposes and our own assurance, the School will keep a record of responses from contractors/third party suppliers.

If there are concerns as to the level of training provided, especially in the case of small independent businesses who may not have access to training, we may consider including or inviting them to attend staff training.

Where the school utilises an out-of-school setting/provider, it is the school's responsibility to check whether the organisation has the correct safeguarding procedures and policies in place and to check these as and when necessary. Likewise, the provider should be aware of how to report any concerns to school.

Site security and visitor management

SMART recognises that secure school environments contribute significantly to safeguarding.

Visitors will:

- sign in on arrival;
- wear identification;
- follow safeguarding procedures;
- be challenged if not wearing appropriate identification.

Schools will regularly review security arrangements including:

- perimeter security;
- visitor management;

- emergency arrangements;
- lockdown procedures.

Extended school and off-site arrangements

All extended and off site activities including Alternative Provision are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

Where extended school activities are provided by and managed by the school, this safeguarding/child protection policy and procedures apply. If other organisations provide services or activities on our site of a SMART school, the Headteacher of that school is responsible for checking that they have an appropriate safeguarding policy and safeguarding procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, their school will check that effective safeguarding/child protection arrangements are in place.

Each school will have, or have access to, a trained Educational Visits Coordinator.

Photography and images

Staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in any school.

Comprehensive guidance for staff in dealing with incidents relating to nude and semi-nude images can be found here.

Review

The DSL and Safeguarding Governor will take responsibility for ensuring this policy is updated and for informing all staff and the LGCs of key changes.