

PENRYN COLLEGE

Child Protection and Safeguarding Policy

Approved by: Full Governing Body – December 2020

Responsible SLT member: John Harvey

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Published: Virtual School, Website

Review/changes to document

Updates to this document will be identified below. Please discard any previous document.

<u>Date of Reviewed Document</u>	<u>Document Changes</u>
September 2019	<p>Document reviewed in relation to changes made to 'Keeping Children safe in Education September 2019'.</p> <p>Key changes are:</p> <ul style="list-style-type: none">▪ Paragraph 27 - Peer on peer abuse <p>Paragraph 27 has been relabelled to refer to 'peer on peer abuse' as a specific safeguarding issue. The advice remains the same though - "All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse."</p> <ul style="list-style-type: none">▪ Upskirting <p>Due to upskirting now being classified as a crime, KCSIE 2020 has been updated to include it as an example of peer on peer abuse.</p> <p>Upskirting is described in the following way by KCSIE - "Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".</p> <ul style="list-style-type: none">▪ Serious violence <p>Serious violence has now been added to KCSIE as a specific safeguarding issue.</p> <p>The addition of serious violence to KCSIE comes after the Serious Violence Strategy was introduced by the government in 2018.</p> <p>The Serious Violence Strategy identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime and the impact these crimes have on communities.</p> <p>KCSIE recognises that tackling serious crime is not just a law enforcement issue and requires intervention from a range of other areas, education being one of these.</p> <p>The main areas that the Serious Violence Strategy focuses on are:</p> <ul style="list-style-type: none">• Tackling county lines• Early intervention and prevention• Supporting communities and local partnerships• Effective law enforcement and the criminal justice response

	<p>The new KCSIE guidance states:</p> <p>“All staff should be aware of indicators, which may signal that 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.</p> <p>"All staff should be aware of the associated risks and understand the measures in place to manage these."</p> <ul style="list-style-type: none">▪ ‘So-called honour-based abuse’ <p>Annex A has been updated to communicate important additional information about specific forms of abuse and safeguarding issues.</p> <p>The paragraph on ‘So-called honour-based abuse’ has been extended to clarify that female genital mutilation (FGM) and forced marriage are examples of honour-based abuse</p>
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Child Protection and Safeguarding Policy

- **The Designated Safeguarding Lead (DSL) is:**
Mr John Harvey
- **The Deputy Designated Child Protection Officer is:**
Mrs Isabel Benetts
Mrs Allison McGee-Harrison
- **The name of the Designated Teacher for Children in Care is:**
Mrs B Laing
- **The named Members of the Governing Body for safeguarding is:**
Mrs. Ruth Rawley
Mrs. Lisa Skittrall
- **The Prevent Lead is:**
Mr John Harvey (DSL)

Purpose of Policy

The purpose of the Child Protection and Safeguarding Policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- All our pupils are safe and protected from harm;
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices; and
- Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and promoting the welfare of all our pupils.

Policy Statement

This policy develops procedures and good practice within our School, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people including those who are vulnerable. It provides evidence of how this will be implemented within our School and within multi-agency working arrangements.

Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002 and the Children Act 2004 and in line with government publications and local guidance, including 'Keeping Children safe in Education September 19'.

The Proprietors of Penryn College Academy take seriously their responsibility under Section 157 of the Education Act 2002 to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are (sic) at immediate risk².

Ethos

Improving outcomes for all children and young people underpins all of the development and work within this school.

Safeguarding is everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve. Our school recognises the contribution it can make in ensuring that all registered students or others who use our school feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours; including those which keep them safe from the risks of **radicalisation, Child Sexual Exploitation (CSE), Serious Violence, and Peer on Peer Abuse**.

Governing Body Responsibilities

Our Governing Body has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing Body has appointed a Designated Safeguarding LEAD (DSL) who has lead responsibility for dealing with all safeguarding issues in our school; including the school's response to the **PREVENT Strategy**. The school will ensure that there will always be cover for the role of DSL.

Our Governing Body recognises that for this policy to be effective, it is essential that staff have an understanding of what safeguarding is, know that 'safeguarding is everybody's responsibility', know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard children, young people and vulnerable adults and how to access further advice, support or services.

Designated Safeguarding Lead's (DSL) Responsibilities

We will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and take account of both national guidance issued by the Department of Education³ and local guidance. Our Designated Safeguarding Lead (DSL) is an appropriate senior

¹ Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies".

² DfE Keeping Children Safe in Education September 2019

³ DfE Keeping Children Safe in Education July 2015

member of staff who has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff⁴.

All child protection concerns WILL be reported to the appropriate authority and our Designated Safeguarding Lead (DSL) is responsible for:

- ♦ Managing referrals: Refer all cases of suspected abuse to the local authority children's social care⁵ and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed)
 - Liaise with the Headteacher or Principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

- ♦ Training: The DSL, and cover officers, will receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures; including **PREVENT** and **FGM**, especially new and part time staff
 - Be alert to the specific needs of children in need, those with special educational needs and young carers⁶
 - Be able to keep detailed, accurate, secure written records of concerns and referrals
 - Obtain access to resources and attend any relevant or refresher training courses
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

- ♦ Raising Awareness: The designated Safeguarding Lead will ensure the school or college's policies are known and used appropriately:
 - Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
 - Ensure staff receive regular safeguarding updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively; including new guidance on 'What to do if you are worried a child is being abused'.
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
 - Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding

⁴ DfE Keeping Children Safe in Education July 2015, Annex B

⁵ It is recognised that whilst the Designated Lead is responsible for liaison with agencies, DfE Keeping Children Safe in Education March 2015 states that 'if at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral**'

⁶ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children

- Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Ensure that all staff, Governors and students are aware of the risks associated with **radicalisation** and **FGM** and understand how to act upon any concerns they have for the welfare of students in line with mandatory reporting requirements.

Other Responsibilities

- Referrals to the Multi Agency Referral Unit⁷
- contacting, by telephone, the Multi Agency Referral Unit (MARU) 0300 123 1116 as a matter of urgency, in order to discuss the child protection concerns of possible abuse or neglect that the designated person has in connection with the child, being prepared to provide the child's details and follow advice and guidance provided by the person handling the call and as in the guidance referred to above;
- providing a written record of any formal referral by fax/post/e-mail to the MARU using the multi-agency referral form within 1 day;
- ensuring that, where a formal referral has not been agreed other sources of support for the child will be considered. Action will be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk- such actions include instigating a Common Assessment Framework (CAF) process and/or referring to other Early Help provision and services including the Together for Families programme;
- ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral;
- ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entries to provide a chronology
- ensuring that Cornwall Council's Directorate for Education, Health and Social Care is notified immediately when any pupil subject of a Child Protection Plan is absent without explanation;
- completing, with the Headteacher, an annual safeguarding audit to the Governing Body which details any changes to the policy and procedures; training undertaken by the DSL and by all staff and governors; relevant curricular issues, number and type of incidents/cases, and the number of children referred to Cornwall Council's Directorate for Education, Health and Social Care and subject of a Child Protection Plan (anonymised). If this self-assessment highlights any areas for improvement, this will be detailed in an action plan which will be signed off and monitored by the Named Governor for Safeguarding/Governing Body/Proprietor to ensure these improvements are implemented.
- completing, with the Headteacher/Principal, a return to the Local Authority, and the CloSSCB who have an auditing role, in ensuring the school is meeting its safeguarding requirements under Section 175/157 of the Education Act 2002 or supporting the Headteacher/Principal in implementing all recommendations applicable to schools and education services arising from Serious Case Reviews
- Providing advice and guidance to colleagues, attending inter-agency meetings (or supporting other staff to do so) and contributing to assessments.
- Responding to the information received through **ViST** reports.
- referring students at risk of radicalisation to the PREVENT Leads at the LA, the MARU or Police (Appendix 3)

⁷ It is recognised that whilst the Designated Lead is responsible for liaison with agencies, DfE Keeping Children Safe in Education September 2019 states that 'if at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral**'

Whole school and staff responsibilities

Our school recognises that Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including: pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; appropriate arrangements to ensure school security, taking into account the local context. Additionally, we recognise that Safeguarding can involve a range of potential issues such as: bullying, including cyberbullying (by text message, on social networking sites, and so on), peer on peer abuse (including upskirting) and prejudice-based bullying; racist and homophobic or transphobic abuse; extremist behaviour; child sexual exploitation; sexting; substance misuse; issues which may be specific to a local area or population, for example Serious Violence such as gang activity and youth violence and other particular issues affecting children including domestic violence, sexual exploitation, County Lines, female genital mutilation, radicalisation and forced marriage.⁸

All our staff maintain an attitude of 'it can happen here' and are aware of the signs and indicators of abuse.

All members of staff have a responsibility to provide a safe environment in which children can learn.

Our staff induction process includes information on our arrangements and systems for child protection, the staff behaviour policy, code of conduct and details of the Designated Safeguarding Lead (DSL) PREVENT, and the mandatory responsibility for reporting FGM.

All members of staff are provided with opportunities to receive appropriate training which is regularly updated, in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures.

As a school we recognise the importance of educating our students, parents and staff so that we prevent cases of peer on peer abuse. Part of the education, is also ensuring that students, parents and staff know how to report peer on peer abuse. Any disclosures, from adults or students, will be fully investigated in accordance with procedures set down in this policy for how to deal with a disclosure.

As part of safeguarding practice, we also educate our students as to the dangers of sexting. Annually, through assemblies and Tutor Period, we highlight both the risks associated with sexting and the law. This also forms part of our staff safeguarding training and advice is available for parents in both our newsletters and on our website.

We recognise that upskirting has now been classified as a crime, and include it as an example of peer on peer abuse. It now forms part of our training with staff and the safeguarding education we provide to our students.

Upskirting is described in the following way by KCSIE - "Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".

We also educate our staff and students to be vigilant to the indicators that a young person might be 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

⁸ Ofsted Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted March 2015

have been approached by, or are involved with, individuals associated with criminal networks or gangs.

In conjunction with this policy, all members of staff are provided with, and are required to read, Department for Education statutory guidance as outlined in Part 1 of 'Keeping Children Safe in Education September 2019'.

All members of staff, volunteers and governors know how to respond to a student who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy.

When services are delivered by a third party or agency, education or otherwise, on the school site, we will obtain written notification from any agency, or third-party organisation we use that the organisation has carried out required checks on an individual who will be working at the school or college. This will include, as necessary, a barred list check, prior to the organisation having appointed that individual. We will check that the person presenting themselves for work is the same person on whom the checks have been made⁹.

Our lettings and visitors policies will seek to ensure the suitability of adults working with and in the presence of children at any time. Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

Our 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 in relation to Regulated Activity; teachers' Prohibition Orders and the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed recruitment panel members are properly trained¹⁰.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff. ^{11 12 13 14}

Our school complies with the requirements of Keeping Children Safe in Education September 2019.

Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

⁹ DfE Keeping Children Safe in Education September 2019

¹⁰ DfE Keeping Children Safe in Education September 2019

¹¹ As required by: School Staffing (England) Regulations (2009); Education (Independent School Standards) (England) Regulations 2010; DfE Keeping Children Safe in Education 2016;

¹² DfE Keeping Children Safe in Education September 2016– schools must use the Employer Access Online service to check that a candidate to be employed as a teacher is not subject of a prohibition order.

¹³ Teacher Prohibition Order requirements – Keeping Children Safe in Education 2014. ¹⁴ Childcare Act 2006 and Childcare (Disqualification) Regulations 2009.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS).

Our safeguarding policies and procedures will be reviewed and updated annually.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, staff will:

- stay calm and listen carefully;
- reassure the child that s/he has done the right thing in telling you;
- not investigate or ask leading questions;
- let the child know that s/he will need to tell the DSL;
- not promise to keep what they have been told a secret; inform the DSL as soon as possible; and
- make a written record of the allegation, disclosure or incident which will be signed, and dated using the school's safeguarding record procedure.

Confidentiality and Information Sharing

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it to understand its significance and then take appropriate action¹⁴.

- We recognise that all matters relating to child protection are confidential;
- the Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only;
- all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another; and
- we will always undertake to share our intention to refer a child to Cornwall Council's Directorate for Education, Health and Social Care with their parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Multi-Agency Referral Unit (MARU).

Managing Allegations against staff

We are aware of the possibility of allegations being made against members of staff or volunteers that are working with or may come into contact with children and young people whilst in our school. Such allegations are usually that some kind of abuse has taken place. They can be made by children and young people or other concerned adults.

1. If an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher/Principal or the most senior teacher if the Headteacher is not present;
2. The Headteacher/Principal or senior teacher on all such occasions will follow the procedures in the South West Child Protection Procedures, (www.swcpp.org.uk/) and will inform the Local Authority Designated Officer (LADO) - 01872 254549;

¹⁴ HM Gov- Information Sharing Advice for Practitioners, March 2015

3. If the allegation made concerns the Headteacher, the person receiving the allegation will immediately inform the most senior teacher available who will inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first;
4. Whosoever contacts the LADO (at 2 or 3 above) will discuss the nature of the allegations in order for appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

Headteachers will also:

- Consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person if advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- 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) 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.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

We advise our staff of our Whistleblowing Policy and of how it can be implemented. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable and know that their concerns will be taken seriously. If necessary the member of staff, will speak to the delegated 'Whistleblowing' Governor who is Mr Henry Preston.

Supporting Staff

- ♦ Our staff will be advised on the boundaries of appropriate behaviour – such matters form part of our staff induction and staff have access to support and guidance when required or requested.
- ♦ We recognise that staff working in the school who have become involved in the case of a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.
- ♦ We support such staff by providing an opportunity to discuss their anxieties with the DSL, or another teacher and/or a trade union representative as appropriate.
- ♦ Our designated officers have access to support and appropriate workshops, courses or meetings as organised or recommended by the Cornwall and Isles of Scilly Safeguarding Children Board (CioSSCB), Safeguarding Children Standards Unit (SCSU) or Local Authority (LA).

Physical Restraint

Our policy on physical restraint is compliant with the LA's 'Physical Restraint in Schools' Guidance (<http://www.cornwall.gov.uk/Default.aspx?page=7580>) along with guidance from the Department for Education (DfE).

We have a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for the reporting of these incidents to the pupil's parents as soon as practicable after the incident.

A member of staff who has used appropriate physical restraint will have a reasonable defence to any legal action against them, if:

- The purpose of the physical intervention was to avert an immediate danger of injury to any person;
- or an immediate danger to the property of any person (“person” includes the pupil);
- or to prevent the committing of a criminal offence; or where a young person’s conduct leads to behaviour that prejudices good order and discipline; **and**
- no more force was used than was reasonably necessary in the circumstances

Wherever possible such events are recorded and signed by a witness. Staff that are likely to need to use physical intervention are appropriately trained. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils, including the risks of **radicalisation, FGM (Appendix 1), Serious Violence and peer on peer abuse (including upskirting)**, by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Our school will support all pupils by:

- Establishing and maintaining an ethos, understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Promoting a caring, safe and positive environment within the school and ensuring that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty.
- Providing across the curriculum, including within PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including PREVENT.
- Ensuring that a named teacher is designated for Children in Care, (CIC) and that a list of CIC is regularly reviewed and updated. The Education Welfare Officer (EWO) for the school is made aware of all CIC in the school.
- Providing continuing support to a pupil who leaves the school and about whom there have been child protection concerns, by ensuring that such concerns and school records are forwarded under confidential cover to the Headteacher/Principal at the pupil’s new school as a matter of urgency.
- Recognising that children come from a variety of different cultural backgrounds, the school has developed policies to ensure that we embrace diversity in religion and faith, race, ethnicity, gender and sexual orientation.
- We will include our Child Protection and Safeguarding Policy in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Training

- All members of staff and volunteers will have access to appropriate whole school safeguarding training which is regularly updated. We will also, as part of our induction,

issue information in relation to our Child Protection and Safeguarding Policy and any other policy and information related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. All staff and Governors are also trained in the **Prevent Strategy**, and to understand and act upon their responsibilities in relation to **FGM**.

- Our DSL and DSL Cover Officer(s) will undertake further 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 wide agenda of safeguarding issues. It will support both the DSL and DSL Cover Officer(s) to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training.
- Our Governing Body will have access to safeguarding training. Our named Governor for Safeguarding will have access to additional training at least every two years to support the Headteacher in managing allegations against staff and volunteers who work with children and young people and to support the annual review of this policy, in order to keep it updated in line with local and national guidance/legislation.
- At least one senior member of staff or Governor sitting on an interview panel will have undertaken safer recruitment training.¹⁵

Missing Children

We will monitor unauthorised absence, particularly where children go missing on repeated occasions. We will report such absences without delay to the appropriate agencies.

Helping children to keep themselves safe

Our children are taught to understand and manage risk through our personal, social, health and economic (PSHE) lessons, which are now part of our wider Health Curriculum, and through all aspects of school life. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are reminded regularly about e-safety and tackling bullying procedures.

Our school continually promotes an ethos of respect for others and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy and for additional policies¹⁶ that are relevant to safeguarding and child protection.

Safeguarding Guidance and Contacts

- ♦ 'Working Together to Safeguard Children', 2017
<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>
- ♦ 'Keeping Children Safe in Education', September 2019
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- ♦ Disqualification under the Childcare Act 2006 and Childcare

¹⁵ School Staffing (England) Regulations 2009

¹⁶ DfE Policies and other documents that governing bodies/proprietors are required to have by law - <https://www.gov.uk/government/publications/statutory-policies-for-schools>

(Disqualification) Regulations 2009

<https://www.gov.uk/government/publications/disqualification-underthe-childcare-act-2006>

- ♦ 'What To Do If You Are Worried A Child Is Being Abused', March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youreworried-a-child-is-being-abused--2>
- ♦ Information Sharing advice for practitioners, March 2015
<https://www.gov.uk/government/publications/safeguardingpractitioners-information-sharing-advice>
- ♦ Child Protection and Online Protection Agency www.ceop.org.uk www.thinkuknow.co.uk

For all other advice and useful documents, see the Cornwall Local Safeguarding Board Website: <http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/>

Legislation and guidance relating to this policy:

- School Standards and Framework Act 1998
- Children Act 1989,
- Children Act 2004
- Working Together to Safeguard Children, 2017
- Education Act 1996,
- Education Act 2002 (Section 157/175)
- Keeping Children Safe in Education, September 2019
- Disqualification under the Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (Independent School Standards) (England) Regulations 2010(as amended)
- The Education (Non-Maintained Special Schools) (England) Regulations 2011(
- The Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007 (as amended)
- Childcare Act 2006
- Childcare (Disqualification) Regulations 2009

What are the signs that staff should be vigilant of:

Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly the summer holidays, in order for there to be sufficient time to recover before returning to school.

Although not an exhaustive list, the signs when FGM may be imminent are as follows:

- When a female family elder, visiting from another country, is around (particularly where FGM is a cultural practice);
- Where FGM is heard about in conversation by a professional, i.e. where a girl tells other children about it, confides that she is to have a special procedure or attend a special occasion to become a woman;
- Where a girl requests help from a teacher or another adult if she is aware or suspects that she is at immediate risk;
- Where parents state that they or a relative will take the child out of the country for a prolonged period;
- Where a girl talks about a long holiday to her country of origin or another country where FGM is prevalent; or
- Where parents seek to prevent their children from learning about FGM.

There are also a number of indications that a girl has already been subjected to FGM. These include the following, although the list below is not exhaustive:

- A girl may have difficulty walking, sitting or standing and may even look uncomfortable. She may specifically talk about pain or discomfort between her legs;
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- A girl may have frequent urinary, menstrual or stomach problems;
- There may be prolonged or repeated absences from school or college;
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that she has recently undergone FGM;
- A reluctance to undergo normal medical examinations; and
- A girl may confide in a professional or ask for help but may not be explicit about the problem due to fear or embarrassment.

What should you do if you have a concern?

Safeguarding girls at risk of FGM poses specific challenges as the families involved may give no other cause for concern. For example, they may in all other respects be loving and caring parents and have good relationships with their children. However, there remains a duty to act to safeguard girls at risk and practitioners must be aware of the need to do the following:

Dos...

- ✓ **Raise your concerns with the Designated safeguarding Lead**
- ✓ **Always take the issue seriously and recognise the need to protect a girl from potentially significant harm.** Many professionals may find it hard that a parent, for example, will arrange for FGM to be committed on their daughter and have her sent abroad for that purpose. Depending on the cultural practice, young girls may be told by their parents that it is a special procedure that will enable them to become a woman;
- ✓ **Gather as much information as possible** about the potential victim or victim – it may be the only opportunity;
- ✓ **Remind the potential victim or victims of their rights**, i.e. that FGM is considered illegal in the UK and that FGM is, depending on the age of the girl, considered to be child abuse; and
- ✓ **Discuss the case with other relevant agencies.** For example, if a girl has already been subjected to FGM, then the police should be informed that an illegal act has been committed.

Don'ts...

- ✗ send the girl or person acting on her behalf away and dismiss the allegation that FGM could be committed on the basis of little evidence;
- ✗ inform the girl's family, friends or members of the community that she has sought help; or
- ✗ attempt to mediate.

Appendix 2

PREVENT – VULNERABILITY ASSESSMENT FRAMEWORK

<p>Staff Should:</p> <ul style="list-style-type: none"> ✓ Identify individuals at risk of being drawn into terrorism ✓ Assess the nature and extent of that risk ✓ Develop the most appropriate support plan for the individuals concerned

Risk Assessment:

Nature of Risk:	Level of risk (1-5)*
Engagement with a group, cause or ideology	
Feelings of grievance and injustice	
Feeling under threat	
A need for identity, meaning or belonging	
A desire for status	
A desire for excitement and adventure	
A need to dominate and control others	
Susceptible to indoctrination	
A desire for political or moral change	
Opportunistic involvement	
Family or friends involvement in extremism	
Being at a transitional time of life	
Being influenced or controlled by a group	
Relevant Mental Health issues	
Over-identification with a group or ideology	
'Them and us' thinking	
Dehumanisation of the enemy	
Attitudes that justify offending	
Harmful means to an end	
Harmful objectives	
Individual knowledge, skills and competencies	
Access to networks, funding or equipment	
Criminal capability	
Total	

*5 is the greatest level of risk

Action Taken:

Action Taken:	?	Date Action Completed:
Referral To Channel Process		
Referral to MARU		
Pastoral Support Plan		
Parents/Carers informed		
Staff informed		
No further Action		