



Child Protection and Safeguarding Policy

Reviewed: September 2025	Next review due: September 2026 (or when legislation changes)
Governing Body Committee: FGB	CLT contact: Becky Lear/Jeremy Plumb
Policy adopted by the Governing Body on:	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01	2.0	J. Plumb	Online and offline added	07/07/23
02	KCSIE	J. Plumb	Updated with 2023 KCSIE link	07/07/23
03	New section	J. Plumb	Emphasis on filtering and monitoring added and appendix 6	07/07/23
04	16.0	J. Plumb	Prevent duty guidance read by CLT 3 rd Nov 2023	3/11/23
05	0.0	B Lear	Updated with correct staffing for Sep 24	16/07/24
06	2.0	B Lear	Updated with newest version of Working together to safeguard children	16/07/24
07	2.0	B Lear	S175/157 Safeguarding Audit updated to reflect sharing of declaration of compliance	16/07/24
08	2.0	B Lear	Updated with new KCSIE 24 link	16/07/24
09	3.0	B Lear	Updated definition of safeguarding KCSIE 2024	19/07/24
10	11.0	B Lear	Updated guidance on when EHH is applicable.	19/07/24
11	Appendix 1	B Lear	Updated definition of abuse.	19/07/24
12	Appendix 2	B Lear	Updated description of children absent from education	19/07/2024

13	20.0	B Lear	Update to guidance on data protection	19/07/2024
14	Appendix 7	B Lear	Annex F from KCSIE 2024. Table of substantive changes from Sep 23	19/07/2024
15	Appendix 8	B Lear	Annex F from KCSIE 2025. Table of substantive changes from Sept 24	15.09/2025

0.0	Important contacts
1.0	Aims
2.0	Legislation and statutory guidance
3.0	Definitions
4.0	College Principles
5.0	Key elements to this policy
6.0	Equality Statement
7.0	Roles and responsibilities
7.1	All staff
7.2	The designated safeguarding lead (DSL)
7.3	The governing body including the role of the safeguarding governor
7.4	The headteacher
8.0	Confidentiality and information sharing
9.0	Record keeping
10.0	Recognising abuse and taking action
10.1	If a child is suffering or likely to suffer harm, or in immediate danger
10.2	If a child makes a disclosure to you
10.3	If you discover that FGM has taken place or a child is at risk of FGM
10.4	If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)
11.0	Early help
12.0	Referral
12.1	Contacting MARU (for advice or when making a referral)
12.2	Informing parents/carers
12.3	Understanding and Dealing with Issues Relating to Parental Responsibility
12.4	Protocol for sharing information with the police via 101
13.0	Students with Special educational needs, disabilities, or health issues
14.0	Students with a social worker
15.0	Looked-after and previously looked-after children
16.0	If you have concerns about extremism. radicalisation / PREVENT
17.0	If you have a mental health concern
18.0	Concerns about a staff member, supply teacher, volunteer or contractor

19.0	Keeping Children Safe in Education 2024 Part 5 Child on child sexual violence and sexual harassment.
19.1	Allegations of abuse made against other students
19.2	Sharing of nudes and semi-nudes ('sexting')
20.0	Online safety and the use mobile technology
20.1	Filtering and monitoring
21.0	Complaints and concerns about school safeguarding policies
21.1	Complaints against staff
21.2	Other complaints
21.3	Whistle-blowing
21.4	Management of Allegations Made Against Staff Policy
21.5	Safer Recruitment
22.0	Record-Keeping
23.0	Training
23.1	Training of all staff
23.2	Training of the DSL and DDSL
23.3	Training of the Governors
24.0	Recruitment and interview panels
25.0	Monitoring arrangements
26.0	Links to other policies
Appendix 1	Types of abuse
Appendix 2	Specific safeguarding issues
Appendix 3	Early Help
Appendix 4	MARU (Multi Agency Referral Unit)
Appendix 5	LADO
Appendix 6	Filtering and monitoring

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Mrs Becky Lear	College hours - 01752 812511 Out of hours (safeguarding mobile 07971835144) lear.B@torpoint.cornwall.sch.uk Worries@torpoint.cornwall.sch.uk
Deputy DSL	Dr Jeremy Plumb Mrs Jenni Howard Mrs Chloe Turner	Tel: 01752 812511 Plumb.J@torpoint.cornwall.sch.uk Howard.j@torpoint.cornwall.sch.uk Turner.c@torpoint.cornwall.sch.uk
Extended Safeguarding Team	Miss Chelsey Lindup Miss Ellen Shiel Miss Laura Hext Miss Steph Dolmore Mr Adam Farmer Miss Liz Bell	This team are not identified as DSL or DDSL, but are part of the Extended Safeguarding Team and meet regularly to discuss concerns. They can step in during the absence of either the DDSL or DSL for immediate or urgent concerns. Tel: 01752 812511 E-mail: surname followed by first initial @torpoint.cornwall.sch.uk (no spaces)
Designated Teacher for Students in Care	Mrs Becky Lear	01752 812511 lear.B@torpoint.cornwall.sch.uk
Local Authority Designated Officer (LADO)	Local Authority Designated Officer	Tel: 01872 326536 lado@cornwall.gov.uk

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Chair of governors Whistleblowing Governor	Mrs Lynne Nobes	Nobes.L.C@torpoint.cornwall.sch.uk or Clerk to governors: Turner.R@torpoint.cornwall.sch.uk Tel: 01752 812511
Safeguarding Governor	Mrs Sue Robinson	Robinson.S@torpoint.cornwall.sch.uk or Clerk to governors: Turner.R@torpoint.cornwall.sch.uk Tel: 01752 812511
Channel helpline	Channel and Prevent Multi-Agency Panel (PMAP)	See the link below
Prevent	Revised Prevent duty guidance: for England and Wales Single point of contact (SPOC) for the Prevent agenda is Dr Jeremy Plumb	See the link below Tel:01752 812511 plumb.j@torpoint.cornwall.sch.uk

Channel and Prevent Multi-Agency Panel (PMAP):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/96456/7/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

Prevent:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

The points covered in this policy reflect the UNCRC and our commitment to it – we understand the Articles affecting children’s rights in respect of Safeguarding are:

Article 2 – We approach every allegation and/or incident without discrimination

Article 3 – Everything we do is in the best interests of every child

Article 4 – We respect and protect the rights of every child

Article 5 – We respect the rights and responsibilities of parents to guide and advise their child and work together with them to ensure they apply their rights properly

Article 6 – We ensure that every child survive and develop to grow up to be healthy and happy wherever possible

Article 8 – We preserve the identity of every child

Article 12 – We respect the views of every child and take them seriously

Article 13 – We ensure that every child has the right to say what they think and how they feel

Article 15 - We ensure that every child has the right to meet with other young people and join groups and organisations as long as it does not impact on anyone else enjoying their rights

Article 17 – We respect and ensure that every child has the right to reliable information from the mass media and protection from any materials that could harm them

Article 19 – We do everything we can to ensure that every child is protected from all forms of violence, abuse and mistreatment

Article 18 – We respect and encourage parents to share responsibility for bringing up their child, always considering what is best for them

Article 27 – Wherever possible we meet the physical, mental and emotional needs of our students

Article 36 – We ensure that wherever possible we protect children from all forms of exploitation that may harm them

Article 39 – We attempt to provide support for any child who has suffered from neglect, abuse or exploitation

1. **Aims**

At Torpoint Community College, the Child Protection and Safeguarding Policy aims to ensure that:

1. Safeguarding is everyone's responsibility.
2. Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
3. All staff are aware of their statutory responsibilities with respect to safeguarding.
4. Staff are properly trained in recognising and reporting safeguarding issues.

This policy has been produced based on a Safeguarding Policy Template revised by Cornwall Local Authority and the Keeping Children Safe in Education (2023).

2. **Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our safeguarding partners.

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

1. Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
2. [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
3. [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
4. Students Missing Education – Statutory guidance for local authorities, September 2019. 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

5. Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
6. [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by Female Genital Mutilation.
7. [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
8. Multi agency Statutory Guidance for dealing with Forced Marriage 2014: This guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf
9. Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
10. [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
11. Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on colleges). The guidance is available via the following link:
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Section 175 of the Education Act 2002 places a duty on Local Authorities in relation to their education functions, the governing bodies of maintained colleges and the governing bodies of further education institutions (which include sixth-form Colleges) to exercise their functions with a view of safeguarding and promoting the welfare of students who are either students at a college or who are students under 18 years of age attending further education institutions.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of students. In accordance with the above procedures, the College carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a declaration of compliance to the Local Authority, signed by the Chair of Governors and the Headteacher from which a report is submitted to Cornwall and Isles of Scilly Safeguarding children partnership.

All Colleges should give effect to their duty to safeguard and promote the welfare of their students under the Education Act 2002 and, where appropriate, under the Students Act 1989 by:

- Creating and maintaining a safe learning environment for students and young people
- Identifying where there are student welfare concerns and taking action to address them, partnership with other organisations where appropriate.

This policy develops procedures and good practice within our College, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all students and young people including those who are vulnerable. We endeavour to provide a safe and welcoming environment where students and young people are respected and feel valued. It provides evidence of how this will be implemented within our College 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 College, parents and carers through the College's website and a hard copy will be available to all supply staff and included in induction process.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA - Cornwall Local Authority)
- A clinical commissioning group for an area within the LA (The Multi-Agency Referral Unit - MARU)
- The chief officer of police for a police area in the LA area (Devon and Cornwall Police).

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment inside or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.
- providing help and support to meet the needs of children as soon as problems emerge

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1.0 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1.0 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children/Student includes everyone under the age of 18.

All staff refers to all those staff working for or on behalf of the College, full time or part time, permanent or temporary, in either a paid or voluntary capacity.

Parent – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a student.

Governing Body – refers to all forms of governance

Acronyms used in this policy:

- DSL – Designated Safeguarding Lead
- DDSL – Deputy Designated Safeguarding Lead
- MARU – Multi Agency Referral Unit
(<https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=pi-Bn9YAMYM>)

- CSE – Student Sexual Exploitation
- CCE – Child Criminal Exploitation
- CEE – Child Economic Exploitation
- FGM – Female Genital Mutilation
- KCSIE – Keeping Students Safe in Education (Revised September 2024)
- CIOS – Cornwall and the Isles of Safeguarding Children Partnership (<https://ciossafeguarding.org.uk/>)
- LADO – Local Authority Designated Officer (<https://www.cornwall.gov.uk/media/elfbr15i/lado-general-guide.pdf>)

4. College Principles:

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those students who attend our College. We recognise that the safety and welfare of students is paramount and that we have a responsibility to protect students in all of our College activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all students, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We will seek to:

- Create a safe and welcoming environment where students can develop their skills and confidence
- Support and encourage other groups and organisations to implement similar policies
- Recognise that safeguarding students is the responsibility of everyone, not just those who work with students
- Ensure that any training or events are managed to the highest possible safety standards
- Review ways of working to incorporate best practice. Including this policy being regularly reviewed and updated to reflect current best practice and Government expectations
- Treat all students with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity
- Carefully recruit and select all employees, contractors and volunteers
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual student abuse
- Share information about concerns with agencies who need to know, and involving parents/carers and students appropriately
- Our College maintains an attitude of ‘it could happen here’ at all times and “it could happen here”.

Key elements to this policy

- Establishing positive, supportive, secure working practices that put students first
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in and with our College

- Keeping student protection issues at the forefront of our work and know who in the College the DSL is;
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly review them
- Supporting students and young people in accordance with their agreed student protection plan
- We will follow the procedures set out by the CIOS (<https://ciossafeguarding.org.uk/>) and take account of all guidance issued by the DfE, OFSTED and other significant bodies
- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role with a further extended safeguarding team (see training section 23.0)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding student protection matters including attendance at case conferences, if appropriate
- Keep records of concerns about “vulnerable” students including chronologies, even where there is no need to refer the matter immediately. This may include the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Child-on-child abuse, Radicalisation, Female Genital Mutilation (FGM), on-line use or other such safeguarding issues and that such records are securely placed
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by the College.

6. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 13)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs Are looked after or previously looked after (see section 15)
- Are missing from education
- Whose parent/carers has expressed an intention to remove them from school to be home educated.

7. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school enrichment activities and off-site activities.

7.1 All staff

Staff who work directly with children are expected to read at least Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2024 (KCSIE) [Keeping Children Safe in Education](#), and review this guidance at least annually.

Staff who **don't** work directly with children can read Part 1 of KCSIE or Annex A of KCSIE (a condensed version of Part 1), but these staff are expected to read at least either section.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputy (DDSL), the behaviour policy, the online safety policy and the safeguarding response to children who has gone missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play (the MARU)
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- Significant changes to the KCSIE 2024

Appendices of this policy outline in more detail how staff are supported to do this.

7.2 The designated safeguarding lead (DSL)

The DSL is a Senior Teacher. Our DSL is Mrs Becky Lear. The DSL takes lead responsibility for child protection and wider safeguarding throughout the College and community.

During term time, the DSL will be available during College hours for staff to discuss any safeguarding concerns.

The DSL is available by telephone on 01752 812511 or email on lear.b@torpoint.cornwall.sch.uk or Worries@torpoint.cornwall.sch.uk

When the DSL is absent, the DDSL (Dr Jeremy Plumb) will act as cover. Mrs Chloe Turner and Mrs Jennie Howard are also DDSLs

If the DSL and DDSL are not available, a member of the Extended Safeguarding Team will act as cover (for example, during out-of-hours/out-of-term activities members of the College Leadership Team and Head of Years are all trained in multi agency safeguarding).

The DSL is given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care (MARU), Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSL are set out in their job description.

7.3 The governing body including the role of the safeguarding governor.

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2023).

The governing body will:

- Facilitate a whole-College approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a link governor (Mrs Sue Robinson) to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL.

The chair of governors (Mrs Lynn Nobes) will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see separate policy – Allegations Made Against Staff – Management Of).

All governors will read Keeping Children Safe in Education in its entirety and undertaken annual safeguarding training.

7.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the College and via the College website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see separate policy – Allegations Made Against Staff – Management Of).

8.0 Confidentiality and information sharing

Confidentiality needs to be discussed and fully understood by all those working with students, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents/carers, students and colleagues. Staff should make students aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

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 student or young person, e.g., where safety and welfare of that student or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a student or students. 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 student then the DSL must be informed immediately. They should then contact MARU.

No child has ever been hurt because too much information was shared. However, it is important to maintain confidentiality and information should be shared in a controlled way remembering these principles:

- Timely information sharing is essential to effective safeguarding

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 9.0, and allegations of abuse (section 10.0) made against other students section 19.1

9.0 Record keeping

Well-kept records are **essential** to good safeguarding and student protection practice. We are clear about the need to record any concerns held about students or young people, the status of such records and when these records should be passed over to other agencies (see section 22.0).

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

- Keeping clear detailed up to date written records of concerns about students 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/college if a student or young person transfers, in line with current local authority guidance
- Ensuring all records are clear, factual and jargon free.

At Torpoint Community College CPOMs is used to record **safeguarding** concerns with a note on SIMs. SIMS is the tool used to record all student records.

10.0. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

10.1 If a child is suffering or likely to suffer harm, or in immediate danger

If in College call for support from the DSL, CLT and/or “oncall” and they will:

- Make a referral to the MARU and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger
- If the child is in immediate danger and you are **unable** to contact the DSL, CLT or “oncall” (for example, you are on a school trip), make a referral to the MARU and/or the police immediately. **Anyone can make a referral.** Then inform the DSL as soon as possible if you make a referral directly.

If the DSL/DDSL are not available.

If there is an immediate concern about a student or their family **any member** of staff can phone the MARU for advice and guidance if the DSL/DDSL are not available:

- **MARU Telephone: 0300 123116**
- **If the concerns arise out of office hours contact 01208 251300.**

If you are unsure you can contact MARU for advice and guidance.

10.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL or use CPOMs. Alternatively, if appropriate, make a referral to the MARU/or the police directly (see section 10.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

10.3 If you discover that FGM has taken place or a child is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 2 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **child under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a child is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

10.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 on page 23, illustrates the procedure to follow if you have any concerns about a child's welfare.

In the first instance, if a member of staff has a concern about a student they should report this immediately to the DSL verbally and follow it up with an electronic version using CPOMS to agree a course of action.

The DSL may well have information that other members of staff do not know about a student and their family. Staff should be told on a 'need to know basis'.

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

If the DSL is not available then speak to the DDSL or any member of the Extended Safeguarding Team.

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

If in exceptional circumstances the DSL is not available (or the extended safeguarding team), this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care (MARU). You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly (if appropriate). Share any action taken with the DSL as soon as possible.

We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for students to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Students can report concerns in a variety of ways including a confidential email worries@torpoint.cornwall.sch.uk. They can also report concerns directly to the DSL or DDSL and any member of the Extended Safeguarding Team. There are clear visual indicators in every classroom that identify who the DSL's are. Students can report a concern to any adult member of staff who will then direct them if necessary to our pastoral team or the Safeguarding Team

- Students are made aware of the reporting systems and processes, e.g. through discussion in our relationship and sex education curriculum, PSHE programme, induction procedures, assemblies and tutorials
- Students should feel safe in submitting any concerns and will always be given reassurances following disclosures.

11.0 Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the College will consider a referral to local authority children's social care (MARU) if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

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 can include when a student:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the student, such as substance abuse, adult mental health, domestic violence
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- is frequently missing/goes missing from education, home or care
- • has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- • has a parent or carer in custody or is affected by parental offending

These students are therefore more vulnerable. At Torpoint community College we will identify vulnerable students, ensuring **ALL** staff and governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion on CPOMs. If further advice is needed, or the College wishes to make a referral, then they would contact the Early Help Hub.

Within Cornwall the Early Help Hub is the first point of contact when considering additional support for students 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 student, young person or family has needs that are not met solely by universal services
- It is a 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.

Contact details:

- Telephone: 01872 322277
- Email earlyhelphub@cornwall.gov.uk
- <https://www.cornwall.gov.uk/earlyhelphub>

12.0 Referral

- If it is appropriate to refer the case to local authority children's social care (MARU) or the police, the DSL will make the referral or support you to do so
- If you make a referral directly (see section 10.1), you must tell the DSL as soon as possible
- The MARU will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the MARU if this information is not made available, and ensure outcomes are properly recorded
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

12.1 Contacting MARU (for advice or when making a referral)

Ensure that you have as much information about the student as possible when you phone including:

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the College
- 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 which is on their website. Referrals to this email are automatically secure and do not need to be sent encrypted.

MARU email: multiagencyreferralunit@cornwall.gov.uk

You can also find more guidance here [Child protection and safeguarding - Cornwall Council](#)

If you have immediate concerns or are worried about a child or young person's safety please telephone the Multi Agency Referral Unit (MARU) on 0300 123 1116

For the Inter Agency Referral Form Use;

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/>

12.2 Informing parents/carers

The College will ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the student at risk or, when in exceptional circumstances, the decision not to inform

parents/carers must be justified and the details recorded. If a student makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the student returning home and as soon as the College becomes aware of this.

Where appropriate, any concerns about a child will be shared with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the MARU team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

12.3 Understanding and Dealing with Issues Relating to Parental Responsibility

In families where a student's parents are separated, the College recognises that this can be a difficult situation and our main aim is not to place any additional stress on the student concerned. The student is our main priority and we hope parents will make every effort to recognise this and support us and their child.

The College must have regard to the Keeping Children Safe in Education (KCSIE) statutory guidance which explains what schools and their staff must do to safeguard their pupils/students. Safeguarding is defined as *"protecting children from maltreatment; preventing impairment of children's health or development; 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."*

The guidance emphasises that everyone who comes into contact with children and their families has a role to play in safeguarding children. The College's staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating.

If a child is in immediate danger, or is at risk of harm, a referral should be made immediately to children's social care and or the police as appropriate. The College has a designated safeguarding lead who is authorised to contact the appropriate agency. In Cornwall this is the MARU – the Multi Agency Referral Unit. Consent from either parent is not essential for such a referral to be made. Staff are to attempt to gain this consent as appropriate, although a refusal to give consent will not prevent a referral from the College if the situation is appropriate.

As the DFE guidance suggests "it will be for the school, on a case by case basis, to consider the level of information (if any) that is provided to parents where referrals have been made to children's social care. The designated safeguarding lead working with children's social care should generally lead on any decisions with regards to information sharing safeguarding concerns with parents. Information sharing should always be in the best interests of the child.

12.4 Protocol for sharing information with the police via 101

Before contacting the police to make a 101 report:

- Make sure the situation is fully investigated, so that we can pass on all details and information as well as the outcomes we have decided. We don't pass on information until it has been fully investigated by us
- Ensure wherever possible that parents are aware that we are contacting the police and why. A reason should be given as to why parents have not been informed of the report if this is the case. .
- The information/content of the report must be shared with DSL before sending so it can be checked.

Contacting 101:

- Ensure the police have the full name, DOB, address and name and contact details for the parents of all those mentioned in the report.
- Make sure the report is clear, chronological and factual
- Extra information – such as unsubstantiated information should be added clearly stating it is unsubstantiated.
- The DSL must be copied in as she is the Designated Appropriate Adult for any police involvement.

After contacting 101:

- Ensure the log and all details relating to the incident are on CPOMS,
- Ensure any follow up actions or details are logged on CPOMS

13.0 Students with Special educational needs, disabilities, or health issues

We recognise that children with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support for these students. This can include:

- 1-2-1 mentoring
- Support groups at lunchtime and after College
- Nurture groups and intervention groups such as ASD and social schools.

14.0. Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

- When a member of staff, parent, practitioner, or another person has concerns for a student, and if the College are aware that the case is already open to social care then they should contact the allocated worker in addition to the referral that has been submitted to the MARU.

15.0 Looked-after and previously looked-after children

Please also refer to the College's Children in Care Policy.

As a College we will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The College has appointed a designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL (unless it is the same person) to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

16.0 If you have concerns about extremism. radicalisation / PREVENT

Torpoint Community College will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalisation

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

The Prevent duty guidance: Guidance for specified authorities in England and Wales, that came into force on 31st December 2023 ([Prevent Duty Oct 23.pdf](#)) has been read by all member of CLT at the College and the Safeguarding Governor by 3rd November 2023. This replaces the Revised Prevent duty guidance: for England and Wales of 2015 (updated in April 2021)

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.

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

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smcs>

The College 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 students resilience to radicalisation.

When reviewing its PREVENT duties the College will consider the guidance contained on the safer Cornwall website (link below):

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our students 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.

The College is committed to providing effective filtering systems and this will include monitoring the activities of students when on-line in the College. *Please refer to the College's Online-safety Policy for further information on this.*

All staff in the first instance should contact the SPOC (Single Point of Contact) within the College with any concerns. This is currently the headteacher.

Additional contact details:

Any concerns can be discussed with the Prevent Lead for Cornwall, Mr Steve Rowell, who can be contacted by e-mailing prevent@cornwall.gov.uk

The MARU can also be contacted for advice on 0300 1231 116.

Should you have immediate and serious concerns call the police on 999.

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care (MARU). Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This will normally be the Prevent Lead for Cornwall but could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which College staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related.

17.0 If you have a mental health concern

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. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

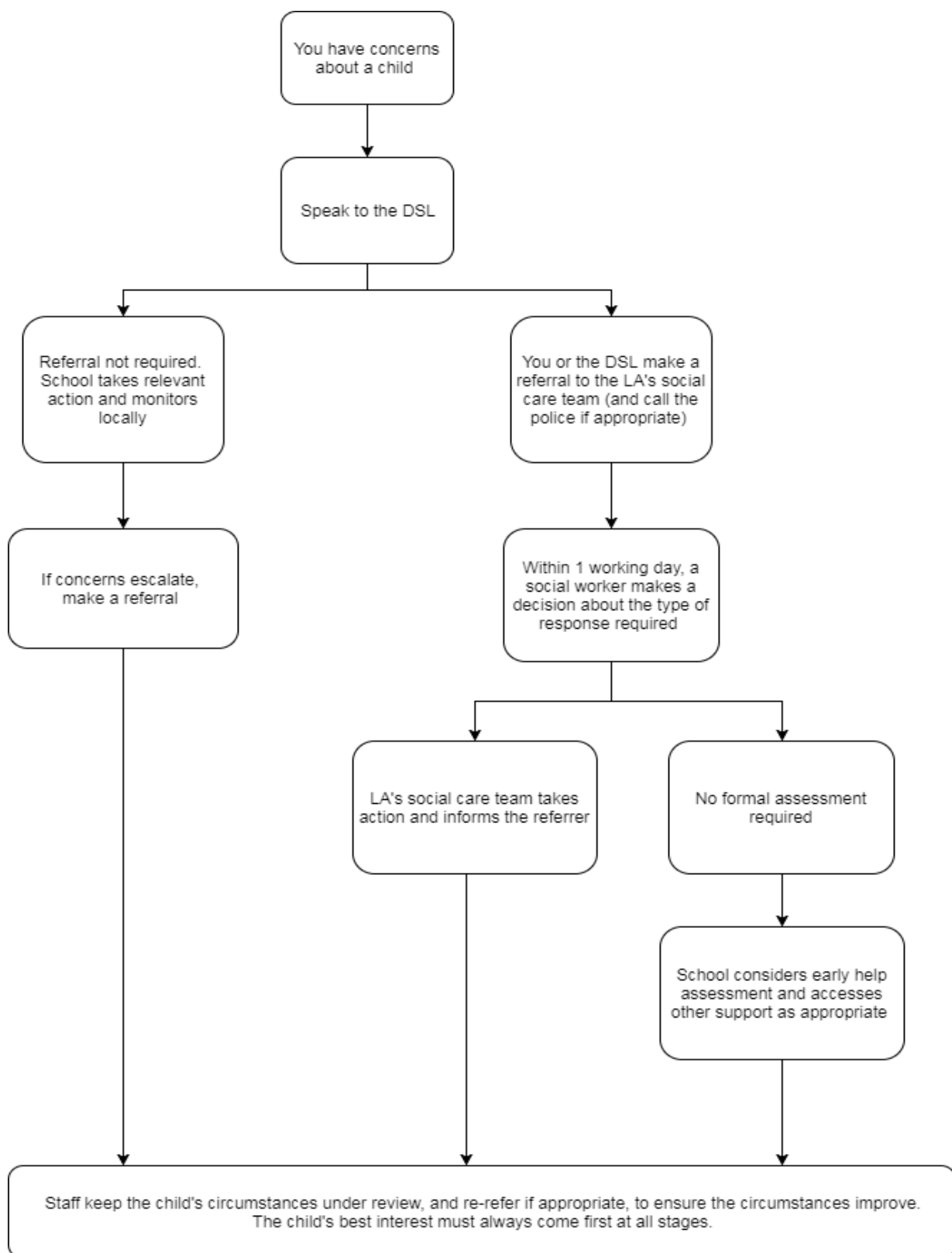
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 10.1.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



18.0 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set in the “Allegations Made against Staff (Management of) Policy”

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

19.0 Keeping Children Safe in Education 2024 Part 5 Child on child sexual violence and sexual harassment.

Part 5 of the KCSIE document relates to Child on Child Sexual Violence and Sexual Harassment. This can be found here <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Part 5 is particularly relevant considering the urgent government review (March 2022) of safeguarding in schools as a result of concerns raised about the prevalence of sexual harassment and abuse in schools. The government have asked OFSTED to make a number of checks in schools where concerns have been highlighted.

Schools also follow the government guidelines published in [sexual-violence and sexual harassment between children in schools and colleges advice](#) which was published in September 2021.

As a result of the review, the College has conducted a self-assessment audit of how it responds to Harmful Sexual Behaviours. In Paragraph 18 of KCSIE 2024 it is clear the focus is on reassuring victims that they are being taken seriously and will be supported and safe.

19.1 Allegations of abuse made against other students

The College recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

It also recognises the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under the College’s Behaviour Policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the College at risk
- Is violent
- Involves students being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

See appendix 1 and 2 for more information about child-on-child abuse and section 5 of KCSIE 2024.

Procedures for dealing with allegations of child-on-child abuse

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the MARU and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

Creating a supportive environment in College and minimising the risk of child-on-child abuse

The College recognises the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, it will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems (as described in sections 9.0 and 12.0)
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in College, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns.

19.2. Sharing of nudes and semi-nudes ('sexting')

This is a suggested approach based on [guidance from the UK Council for Internet Safety](#) for all staff and for DSLs and senior leaders. *Also, please refer to the College's Online Safety policy.*

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate College staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care (MARU) if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care (MARU). The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care (MARU) and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through local neighbourhood police, or contacting 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in sections 9.0 and 12.0 of this policy also apply to recording these incidents.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of the College's relationships and sex education. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment

- Issues of legality
- The risk of damage to people's feelings and reputation.

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images.

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the College will follow in the event of an incident.

20.0 Online and offline safety and the use mobile technology

Please also refer to the College's Online Safety Policy.

The updated guidance recommends that education professionals read the DfE Data Protection guidance for schools (DfE, 2024b). This guidance is aimed at school staff, governors and trustees and sets out how to: comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches KCSIE says that our policies on online safety and the use of mobile and smart technology should be reflected in our Child Protection and Safeguarding Policy. The College has a separate "Online Safety Policy"

We recognise the importance of safeguarding children from potentially harmful and inappropriate online and offline material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, the College aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- Protect and educate the whole College community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole College community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

The College's approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above the College will:

- Educate students about online safety as part of its curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras. For example, that Staff will not take pictures or recordings of students on their personal phones or cameras. *Please refer to the College's Social Media Policy*
- Make all students, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in College, use of the College's ICT systems and use of their mobile and smart technology
- Explain the sanctions it will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the College's IT systems
- Carry out an annual review of its approach to online safety, that considers and reflects the risks faced by the College community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about the College's policy on online safety and the use of mobile phones, please refer to the Online Safety Policy and Social Media Policy.

20.1 Filtering and monitoring

The leadership team, DSL and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Consideration of the number of and age range of children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. See appendix 6.

To support the Colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - review filtering and monitoring provision at least annually.
 - block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - have effective monitoring strategies in place that meet their safeguarding needs
- The Department for Education has published the following guidance:

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

Staff training in September 2023 focused on filtering and monitoring.

21.0 Complaints and concerns about school safeguarding policies

21.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with the College's Allegations Made Against Staff (Management of) Policy.

21.2 Other complaints

There is a complaints procedure that is readily available on request from the Headteacher's PA, for any safeguarding-related complaints or complaints of any description

21.3 Whistle-blowing

Please refer to the College's Whistle-Blowing Policy.

21.4 Management of Allegations Made Against Staff

Please refer to the College's Management of Allegations Made Against Staff Policy

21.5 Safer Recruitment

Please refer to the College's Safer Recruitment Policy.

22.0 Record-Keeping

The College will hold records in line with its records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL.

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.

Any written concerns and referrals will also be kept in a separate and secure child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the College or passed on securely to the next provider.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the College has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding records have transitioned from paper based to a secure electronic system called CPOMS in the College. All safeguarding records are kept secure and confidential as only Level 3 safeguarding trained staff have access to certain information on the secure electronic system. Existing paper-based records are to be kept in a secure and locked cabinet that only the DSL has access to in the safeguarding office. The DSL's office must be locked at all times when unoccupied by the DSL.

The College may share information with other agencies when this is appropriate, in line with its local safeguarding procedures.

23 Training

23.1 Training of all staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the College's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-College safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all students.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, INSET days, through emails, e-bulletins and staff briefings/meetings/twilight sessions).

Volunteers will receive appropriate training, if applicable.

23.2 Training of the DSL and DDSL

The DSL and DDSL will undertake child protection and safeguarding training at least every 2 years. This training will be face to face when possible.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments and

updating the Child Protection and Safeguarding Policy at least annually or when there are statutory changes).

They will also undertake Prevent awareness training.

23.3 Training of the Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

24.0 Recruitment and interview panels

At least one person conducting any interview for any post at the College will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures. *Please refer to the College's Safer Recruitment Policy for more comprehensive information on safer recruitment.*

25.0 Monitoring arrangements

This policy will be reviewed at least **annually** by the DSL, or when statutory changes are required, and approved by the full governing board.

26.0. Links to other policies

This policy links to the following policies and procedures:

- Antibullying Policy
- Allegations Made Against Staff Policy
- Behaviour Policy
- Communication Acceptable Use Protocol
- Complaints Procedure
- Critical Incident Policy
- Code of Conduct
- Complaint Procedure
- Drugs and Substance Misuse Incidents Protocol (Management Of)
- Emergency Closure Procedure
- Evacuation Procedure
- Equality Policy
- Health and Safety (whole College) Policy
- Health and Safety Management Plan
- Home College Agreement Policy
- Intimate Care Policy
- Lone Working Policy
- Positive Handling Policy

- Private Fostering Policy
- Attendance (Students) Policy
- Online safety Policy
- SEN Policy
- Safer Recruitment Policy
- Social media Policy
- Relationships and Sex Education
- PSHE Policy
- Preventing Extremism and Radicalisation Policy
- Medical Needs Policy
- Curriculum Policy
- Children in Care Policy Risk Assessment Policy
- Whistleblowing Policy.

Appendices

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2024. For further information see Annex B in Keeping Children Safe in Education 2024.

Appendix 1: Types of abuse

Abuse, including neglect and exploitation, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. The definition of 'abuse' has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects. There are 4 types of child abuse:

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
- **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse may involve:
 - Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
 - Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
 - Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
 - Seeing or hearing the ill-treatment of another
 - Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:
 - Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
 - 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 not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)

- 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 student 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 student or young person's development.

Domestic abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Bullying and racist bullying

Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. *Please refer to the College's Anti Bullying Policy.*

Racism/Racist bullying

Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

Torpoint Community College actively encourages its students and staff to understand, embrace and celebrate their diversity.

Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the College's current reporting and resolution protocols.

Incidents of racist bullying, like bullying, are recorded using the B1/B2 reporting system and logged in CPOM's; the bullying log is regularly reviewed by the pastoral leads, DSLs and safeguarding governor.

The College will always seek restorative outcomes for any cases of bullying including:

- 1:1 and small group mediation
- Working with parents and students
- Referral to Police Youth Liaison Officer

- Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools programme
- Sanctions taken against perpetrators of bullying in any form in line with the College's Behaviour Policy
- Individual or small group mentoring.

Mental health

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.

More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote 147 positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

For further information see Annex B in Keeping Children Safe in Education 2024.

Children missing from education

Under KCSIE 2024, children missing from education or Electively Home Educated (EHE) are potentially at greater risk of harm. Attendance, absence and exclusions are closely monitored. A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced. A member of the senior leadership team, with the DSL and attendance manager, will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where students go missing on repeated occasions and/or are missing for periods during the College day. This includes children deliberately missing education and unexplainable and/or persistent absences from education.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of Service Personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families.

The College will follow its procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the College without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for, and the individual triggers to be aware of when considering, the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

EHE- Elective Home Education

The College will always advise the Local Authority at the earliest opportunity when children are withdrawn from school to be electively home educated, completing the required Elective Home Education Form and

returning it with a copy of a letter from the parents/carers confirming that they are withdrawing the child from the college to home educate.

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

Reduced Time Tables

All students of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a child's individual needs. For example where a medical condition prevents a student from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution.

Any pastoral support programme or other agreement must have a time limit by which point the student is expected to attend full-time or be provided with alternative provision. Should a reduced timetable be instigated or be necessary, guidance will be reviewed with the aim the student returns to College full time at the earliest opportunity or other provision sought to ensure the student/ young person has their full entitlement.

Guidance is available at:

[School attendance guidance May 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/school-attendance-guidance-may-2022.pdf)

<https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/reduced-timetables-part-time-attendance/>

Looked after children.

The most common reason for students 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 children in care safe. KCSIE (revised September 2023).

A designated child in care lead has been appointed from the leadership team. In Torpoint Community College this person is currently the DSL, Mrs Becky Lear.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a student'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 student's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated child in care lead will have details of the student's social worker. They will have drawn up an individual education plan in consultation with the students in care education support service (CICESS).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council (or Plymouth/Devon) regardless of whether there are currently students within the College who are in care.

Young Carers

As a College we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We 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.

Child criminal exploitation

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education.

If a member of staff suspects CCE, they are to inform the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the MARU and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant.

If a member of staff suspects CSE, they must inform the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Domestic abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to students and 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 students. Students 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 students reside in the home, the students are in the same or the next room. Student's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among students. Students can see the College as a safe retreat from problems at home or alternatively not attend College through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a student's health, educational attainment and emotional well-being and development. The potential scale of the impact on students is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism and adult-student conflict. Students sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong. Children can therefore witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in College (usually the designated safeguarding lead) before the child or children arrive at school the following day ([Operation Encompass](#) by Devon and Cornwall Police and the College will then receive a VIST).

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL DDSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to the MARU.

So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they are to inform the DSL, who will activate local safeguarding procedures (MARU).

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 16.0 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing radicalisation

Please refer to the College’s policy “Preventing Extremism and Radicalisation”.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our College being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at College and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they must follow the College's procedures set out in section 16.0 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the College's measures to prevent radicalisation are set out in other College policies and procedures, including the Behaviour Policy, Online Safety Policy and Preventing Extremism and Radicalisation Policy.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- 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)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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 of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- 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).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they are to follow the procedures set out in section 19 of this policy, as appropriate.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they are to follow the procedures set out in section 19 of this policy, as appropriate.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school.

- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a student being involved in, or at risk of, serious violence, they are to report this to the DSL.

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.

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 08000 121 700.

Advice or referral can be made via the MARU (0300 1231 116)

Private Fostering

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

If the College is aware of such an arrangement being in place they must advise the family that the College 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 MARU

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

Work experience

The College has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in 'Keeping Children Safe in Education' (2023).

Work related learning (including work experience)

Students are placed in external settings to gain experience in a place of work. All placements are validated for suitability following the Cornwall Council Work Experience Policy and Guidelines by either College staff or the Cornwall Education Business Partnership, who conduct a placement suitability visit and provide the employer with information about Child Protection Statement of Principles.

If an alleged incident occurs, or concerns are identified to the College by a student or other party as to the suitability of the employer or placement from a safeguarding perspective prior to, during or after placement, these concerns must be notified without delay to the MARU, LADO and / or police. In such circumstances, the young person should be removed from the placement without delay. The DSL will inform the Cornwall Education Business Partnership.

Children staying with host families

The College may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. Some overseas students 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 College will follow guidance in Keeping Children Safe in Education (2022) to ensure that hosting arrangements are as safe as possible.

Non-collection of children

If a child is not collected at the end of the session/day, the College will contact parents/carers immediately and a member of staff will remain at College until collected.

Missing pupils

The College's procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, the College will contact parents/carers in the first instance, then if necessary, search the College grounds. If not found, the child will be reported missing to the police. The incident will be recorded on our secure safeguarding system - CPOMS.

Appendix 3 Early Help

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/advice.page?id=RgechR1QDS4>

What is the Early Help Hub (EHH)?

The 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust.

Staff within the Early Help Hub will decide whether the child / young person is eligible for support and which service is most appropriate. This is usually in discussion with the person making the request and / or young person / family.

- [List of early help services](#)
- [Who is eligible for early help services](#)
- [Who can request early help services?](#)
- [How do I make an early help request?](#)
- [Health visiting and school nursing advice line](#)
- [What happens once you have made a request for help?](#)

Who is eligible for early help services

Children and young people who are aged pre-birth to 18. If a young person has a special educational need or disability, who have a need for early help care and support, this is extended up to age 25.

Who can request Early Help services?

- Professionals, parents and young people can request early help
- Parents/carers must have Parental Responsibility (PR) if requesting a service for a child
- Young people must be old enough to consent for support themselves (aged 13 or above).

Professionals must gain consent from a parent or competent young person to make a request for help.

Some early help services can only be requested by a professional.

Parents or professionals can request:

- [Child and Adolescent Mental Health](#)
- [Early Support - Supporting Change in Partnership \(SCIP\)](#)
- [Early Years Service](#)
- [Family Group Conferencing](#)
- [Family Support](#)
- [Health Visiting \(over 2 years\)](#) (including ASD,ADHD, Tics, and learning, sensory and coordination difficulties)
- [Parenting Support](#)
- [Portage](#)
- [School Nursing](#)
- [Speech and Language Therapy](#)
- [Supporting Change in Partnership \(SCIP\)](#)
- [Targeted Youth Support](#)

Professional request only:

- [Children's Community Nursing/Diana Nurses and Psychologists](#)
- [Early Support - Team Around the Child \(TAC\)](#)
- [Neurodevelopmental Assessment](#) (including ASD, ADHD, Tics, and learning, sensory and coordination difficulties)
- [Paediatric Epilepsy Nurse Specialists](#)
- [Video Interactive Guidance](#)

How do I make an Early Help Request?

Please be aware that you need to give as much information as possible on the request. This is so that the hub can decide the most appropriate support for a child / young person. This also saves time and prevents delays in processing the request.

Every request **must** have consent from a parent or competent young person. Any without consent will be returned to you.

You need to know which early help service you are requesting so that you can complete the appropriate form. If you are unsure which service is appropriate, then you can write on the request that you are unsure.

Request for help Forms

- [Parents/carers](#): professional requests using this format will be declined
- [Professionals](#): requests for CAMHS or speech and language therapy should use:
 - [CAMHS](#)
 - [Speech and language therapy](#)
- [Neuro Developmental assessments](#) must be completed by a professional before parents complete their section.

Health visitor and school nurse advice line

The Health Visitor and School Nurse Advice Line provides health advice, guidance and support. They support families with children / young people aged 0-19.

If a child already has an allocated health visitor or school nurse and further advice is needed then it will be passed to that professional. For those not allocated, a referral to the Health Visiting and School Nursing service will be considered.

- Tel: 01872 322779 Monday to Friday 9am-5pm. If the line is busy you will be able to leave a message and you will receive a call back.
- Email hvsnadvice@cornwall.gov.uk

Find out more about [Health Visiting and School Nursing](#)

What happens once you have made a request for help?

1. The Early Help Hub receives your request.
2. The Early Help Hub will carry out extra checks with health, education and social care to ensure they are as well informed as they can be about the request.
3. Your request, with the extra information, will be triaged (within 48 hours) by a team of professionals. They will help you to access the right service, or signpost you to the right support. Requesters and parents may be contacted for further information.
4. Requesters and the family will be informed of the outcome of the request by letter or email.

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=pi-Bn9YAMYM>

If you have immediate concerns or are worried about a child or young person's safety please telephone the Multi Agency Referral Unit (MARU) on 0300 123 1116.

Worried about a child

Who to contact if you have concerns about a child:

Cornwall:

- Multi-agency Referral Unit: 0300 123 1116
- Out of Hours Service: 01208 251300.

Multi Agency Referral Unit (MARU)

The MARU provides a multi-disciplinary response to concerns about the welfare or safety of a child or young person in line with statutory guidance from Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly.

The multi-disciplinary team also provides advice and guidance to parents and professionals about the wide range of services available to children and families in Cornwall.

For further information on child protection and safeguarding, please visit:

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/>

Appendix 5 LADO

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/allegations-against-people-who-work-with-children/>

<https://www.cornwall.gov.uk/media/elfbr15i/lado-general-guide.pdf>

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/allegations-against-people-who-work-with-children/lado-form/>

Keeping Children Safe in Education 2024 (KCSIE)

The KCSIE 2024 places a considerable emphasis on the unique risks associated with online safety, and the additional risks vulnerable children and those with SEND face online.

Filtering and Monitoring

All schools are expected to have effective filtering and monitoring in place. The Lead DSL is expected to have overall responsibility for ensuring that these filters and monitors are regularly checked and are effective at keeping children safe.

Filtering

We use the SWGFL as well as having our own additional filters. These filters are designed to ensure that children are blocked from accessing harmful and inappropriate material at the same time as ensuring we are not unreasonably impacting teaching and learning. We also adhere to the Cyber Security standards for schools.

Roles and Responsibilities

Becky Lear: Lead DSL overall responsibility.

Ian Smart: Data Protection Officer

Justin Davis/Stacey Mathews: Daily management

Sue Robinson: Governor for safeguarding

What are staff expected to do?

- Report any incidents immediately where students have found ways to get past the College filters.
- Make sure that if you are teaching contentious topics such as drugs and alcohol, sexual health, Hitler etc, that you inform the IT team so they can be alert for a spike in this type of search.

There is an emphasis on filters not unreasonably impacting teaching and learning. We can filter and unfilter by key stage or for staff. For example, Year 12 and 13 have different levels of access to Year 7. If you need something unfiltered for teaching and learning purposes this can be done in most circumstances.

Monitoring

Schools are also expected to have effective monitoring systems in place, again the overall responsibility for this is with the Lead DSL, but all staff have a responsibility to ensure students are safe when online in their lessons. This also includes College laptops, iPad etc.

What are staff expected to do?

- Be vigilant in supervising when children are online on any device in lessons.
- Make visual checks on laptops and iPads
- Log all concerns about inappropriate use on CPOMS and inform the IT team so they can investigate.

Keeping yourself safe online

Understanding and managing your online reputation.

Your online reputation is the perception, estimation and opinion that is formed when you are encountered online. This could be when someone visits your social networking profile, but could also be when someone reads a comment you posted on another profile. It could be when someone sees your online photo albums or an image with you in it.

It is made up of:

Posts by you

Posts by others but about you or linked to you

Posts by others pretending to be you

Everyone is impacted by their online reputation. A recent study showed that 23% of unborn children already had a digital footprint!

Remember—the internet never forgets! When you post something online it will always be there!

Children like to discuss staff and they do often post about us. Most of the time this is not a concern. However, if you are made aware of any malicious or unkind content about yourself or other staff it is important this is logged as a safeguarding concern so the school behaviour policy can be followed.

Strategies

Basic:

Think before you post anything.

Understand your digital footprint: do a regular search for yourself on google and popular platforms.

Ensure your language and behaviour are appropriate: consider how others may interpret your words, especially if using abbreviations.

Protect your passwords: the stronger the better and should be changed regularly!

Test your privacy: ensure privacy settings are tightly locked down on all platforms to just family and friends.

Discuss your expectations with family and friends: Are you happy to be tagged in photos?

Know how to report a problem.

More sophisticated:

Limit your online information in Google searches.

Remove yourself from Facebook searches.

Manage your friends lists and redefine access you allow to your content.

Explore what other applications access your profiles.

Does your physical location appear online?

Look for photos you are tagged in.

Regularly review your privacy settings and amend accordingly.

Who should I talk to if I have concerns about a child online?

Name: Becky Lear
Role: Designated Safeguarding Lead
Contact: lear@torpoint.cornwall.sch.uk
Phone: 01752 812511 Ext 235

Name: Jeremy Plumb
Role: Deputy Designated Safeguarding Lead
Head teacher
Contact: plumb.j@torpoint.cornwall.sch.uk
Phone: 01752 812511

Name: Chelsey Lindup
Role: E-Safety Coordinator
Head of Year
Contact: lindup.c@torpoint.cornwall.sch.uk
Phone: 01752 812511

Name: Chelsey Lindup
Role: Anti Bullying Coordinator
Head of Year
Contact: lindup.c@torpoint.cornwall.sch.uk
Phone: 01752 812511

In addition, all our Heads of Year, Chloe Turner and Liz Bell have been Level 3 trained. If none of these people are available, do not delay, instead contact any member of the safeguarding team.

Appendix 7

Table of substantive changes to KCSIE 2024(page 183 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf)

Appendix 8

Annex F: Table of changes from KCSIE September 2024 version

This table explains where we have made changes and our rationale for doing so. We will publish KCSIE (final version) 2025 on 1 September 2025, by which time we expect it to include links to revised guidance on Relationships, Sex, and Health Education and revised guidance on gender questioning children.

KCSIE has been revised regularly for many years, and we intend that it will continue to be revised and improved on a regular basis. Whilst there are only technical changes to KCSIE 2025, future iterations will reflect the progress into legislation of the Children's Wellbeing and Schools Bill, the emerging further learnings from the work of the recent Casey Audit and subsequent inquiries, the Violence Against Women and Girls strategy and the interactions between these advances.

This Government is clear that there are and will continue to be further learnings about how we can better protect children in the future as we come to understand more clearly what has gone wrong in the past and schools and colleges will continue to need to play an incredibly important role in this.

Summary About the guidance (no changes made)

Part one Safeguarding information for all staff (no changes made)

Part two The management of safeguarding

Page 36 Para 129 We have added a note to say that revised guidance on Relationships, Sex, and Health Education was published July 2025 for introduction September 2026

Page 38 Para 135 Updated to clarify misinformation, disinformation and conspiracy theories are safeguarding harms.

Para 136 Removed hyphen from antisemitism

Page 40 Para 143 – Link added to the plan technology for your school service, which schools can use to assess themselves against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Page 41 Para 143 - Link added to DfE guidance on the use of generative AI in education (2025) at end of filtering and monitoring (FM) section to support schools and colleges.

185

Para 144 – wording amended in the cybersecurity standards for schools and colleges advice to clarify that it was developed to help schools improve their cyber resilience.

Page 47 Paras 168-170 information added to clarify that it was developed to help schools improve its cyber resilience.

Page 49 Para 177 – updated to clarify ‘working together to safeguard attendance’ ‘is now ‘statutory’ guidance.

Pages 50 & 51 Paras 184-187- updated to remove references to funding grant support for SMHLs training as this programme has ended

Page 52 Para 190 split into paras 189 and 190 for cosmetic reasons only (to retain paragraph numbering)

Page 54 Para 199 has been amended to clarify that the role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.

Page 56 Para 205 removal of ‘spectrum’ and ‘disorder’ to align with the SEND code of practice.

Updated note: We expect to publish the revised guidance on gender questioning children soon. Once published we will signpost to this guidance in KCSIE 2025.

Part three Safer recruitment

Page 73-74 Para 260 reference to TRA’s Employer Access Service removed and replaced with new link to GOV.UK page.

Page 75 Para 266 references to TRA’s Employer Access Service removed and replaced with new link to GOV.UK page.

Page 85 Para 319 reference to Employer Secure Access removed and replaced with link to GOV.UK for S128 checks.

Part four Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

Page 106 Para 422 amended to correct the title of the Information Commissioner’s employment practice guidance.

Part five Child-on-child sexual violence and sexual harassment

Page 140

Para 545 – Link added to the Lucy Faithfull Foundation’s ‘Shore Space’. which offers a confidential chat service supporting young people concerned about their own or someone else’s sexual thoughts and behaviours.

186

Annexes A, B, C, D and E

Annex B – page 157 We have updated the definition of extremism on page 157 to reflect the definition used within the Prevent guidance

Annex B – Page 163 Link added to the CSA Centre's Supporting practice in tackling child sexual abuse.

Annex B – Page 164 Link added to the Preventing Child Sexual Exploitation | The Children's Society.

Annex B – Page 167 & 170

Updated links to National Crime Agency and CEOP following rebranding (Thinkuknow has been retired and replaced with CEOP Education)