



Trekenner Primary School

Keeping Children Safe in Education Child Protection and Safeguarding Policy (CAPH Model Policy)

“Safeguarding is everyone’s responsibility”

“Don’t think what if I have got it wrong, think what if I have got it right”

Key Information

- This policy was developed and adopted on: 5th December 2025
- The policy will be reviewed: **September 2026**
- The Designated Safeguarding Lead (DSL) is: **Mrs Laura Mead**
- The Deputy Designated Safeguarding Lead (DDSL) is: **Mrs Sam Wonnacott**
- The name of the Designated Teacher for Children in Care and Previously in Care is: **Mrs Shelley Jeffery**
- The Single Point of Contact (SPOC) for the Prevent agenda is: **Mrs Laura Mead**
- The Child Sexual Exploitation Lead is: **Mrs Laura Mead**
- The named Safeguarding Governor is: **Mrs Sue Baldwin**
- The named Whistleblowing Governor is: **Mrs Sue Baldwin**
- The Mental Health lead is: **Mrs Laura Mead**



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1. Introduction and Context

1.1 Our responsibilities

Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools 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 children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

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 children

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

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

These duties are further reinforced within Keeping Children Safe in Education – Statutory Guidance for schools and colleges: Revised guidance September 2025. **This guidance must be adhered to in full by all schools and colleges.** KCSIE now also applies to providers of post 16 education as set out in the Education and Training (Welfare of Children) Act 2021.

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

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

The policy will be accessible to all visitors to the school, including temporary staff, volunteers, parents and carers through the school website and a hard copy will be available



1.2. Meeting your communication needs

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

1.3. Terminology

- **Child/ren** includes everyone under the age of 18 years old.
- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **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 child.
- **Governing Body** – refers to all forms of governance within a multi academy trust, academy, independent or maintained school.
- **Safeguarding and promoting the welfare of children is defined in KCSIE 2025 as:**
 - Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing the impairment of children’s mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes

Safeguarding is proactive – it is what we do to prevent harm

- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Child Protection is reactive – it’s the way in which we respond to harm

- **Children in Need** refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.



1.4. Acronyms used in this policy

DSL – Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

MARU – Multi Agency Referral Unit

CSE – Child Sexual Exploitation

CCE – Child Criminal Exploitation

FGM – Female Genital Mutilation

KCSIE – Keeping Children Safe in Education (Revised 1st September 2025)

OSCP – Safeguarding Children Partnership

LADO – Local Authority Designated Officer

CIC – Children in Care

PLAC – Previously Looked After Children

CiOS – Cornwall and Isles of Scilly

SEND – Special Educational Needs and Disability

1.5. Key Documents

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

[Keeping Children Safe in Education](#) September 2025, which is the statutory guidance for Schools and Colleges.

[Working Together to Safeguard Children](#) December 2023. Updated June 2025, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. **This guidance applies in its entirety to all schools.**

[What to do if you are worried a child is being abused- advice for practitioners](#) March 2015

[Information sharing advice for safeguarding practitioners](#) March 2015. Updated May 2024

[The Prevent duty](#): an introduction for those with safeguarding responsibilities: Updated March 2024.

[Multi agency Statutory Guidance on Female Genital Mutilation](#) Updated July 2020

[Children Missing Education- Statutory guidance for local authorities](#) August 2024



Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) – GOV.UK (www.gov.uk) Updated April 2023

Multi agency practice guidelines for dealing with Forced Marriage Updated April 2023

Child Sexual Exploitation Definition and a guide for Practitioners February 2017

Guidance for Safer Working Practice for those working with Children and Young People in Education settings Revised February 2022

Sexual Violence and sexual harassment between children in schools and colleges September 2021

Mental Health and Behaviour in school Guidance Updated November 2018

County Lines: Criminal exploitation of children and vulnerable adults. Updated October 2023

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

Gender Questioning Children – Non statutory guidance for schools and colleges in England – Draft consultation December 2023.

Exclusions from maintained schools, academies and PRUs (statutory guidance for schools) Last updated August 24

Relationships Education, Relationships and Sex Education (RSE) and Health Education– statutory guidance Updated July 2025

Ofsted Education Inspection Framework with specific reference to Inspecting Safeguarding in early years, education and skills settings August 2023

Sharing nudes and semi-nudes: advice for education settings working with children and young people Updated March 2024

Cornwall and Isles of Scilly Multi Agency **Safeguarding Children Partnership Guidance** which includes links to relevant policies and procedures as well as training and useful links for children, parents/carers and professionals.
www.ciossafeguarding.org.uk

Furthermore, we will follow the procedures set out by:

The South West Child Protection Procedures and Our Safeguarding Children Partnership (OSCP) for Cornwall and the Isles of Scilly.

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175/157 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to OSCP.



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

- **Positive Behaviour and Relationships** including:
 - Anti-bullying
 - Positive Handling and Use of Reasonable Force
 - Suspensions and Exclusions
 - Online safety
 - Health and Safety
 - Visitors
 - Intimate care
 - Confidentiality
 - Safer Recruitment
 - Whistleblowing
 - Radicalization
 - Equality and diversity
 - First Aid
 - Supporting Pupils with Medical Conditions
 - Child on Child Abuse (this should include child on child sexual violence and sexual harassment (Part 5 of KCSIE), and 'up skirting')
 - **Attendance** including children who are dual registered, reduced timetables
 - **Information Sharing and Record Keeping** - including GDPR and the transfer of files
 - **Staff Code of Conduct** including acceptable user policy and links to keeping yourself safe – based on, Guidance for Safer Working Practice for those working with Children and Young People in Education settings
- School security to include Fire and Lockdown/Critical Incident**
- Educational visits
 - Emotional Wellbeing and Mental Health
 - Managing Allegations against Staff including low level concerns
*currently in Appendix C

2. Our Principles

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



We will seek to:

- Ensure that all children feel listened to and valued
- Create a safe and welcoming environment where children can develop their skills and confidence
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- 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.
- We are committed to ensure that we at all times demonstrate anti-discriminatory and anti-oppressive practice throughout the school and with our parents, carers and all those we work with.
- Treat all children with respect regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- Recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face.
- 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 child abuse.
- Work with partner agencies and share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Maintain an attitude of **'it could happen here'** at all times.

2.1 Key elements to this policy

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school.
- Keeping child protection issues at the forefront of our work and know who in the school the DSL and DDSL are.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.



- Supporting children and young people in accordance with his/her agreed child protection plan.
- We will follow the procedures set out by the OSCP and take account of all guidance issued by the DfE, OFSTED and other significant bodies.
- Ensure we have a DSL and a DDSL who have received appropriate training and support for their role and that we are adhering to Annex C of KCSIE September 2025 (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding early help and child protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Neglect, Child Sexual Exploitation (CSE), Radicalisation, Children Missing Education, Female Genital Mutilation (FGM), online use or other such 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 us, the school.

3. Early Help

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 child:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse;
- 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 care or home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.

These children are therefore more vulnerable; this School will identify who their vulnerable children are, 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.



If further advice is needed or the school wishes to make a referral, then they would contact the Early Help Hub.

It is important that parents are aware of a referral being made to early help and that they give their consent. In the event that you feel the child would be unsafe if you discussed it with the parents first then you should be seeking advice from MARU. Please see 5.5 for further clarification.

The school will support other agencies and professionals if an early help assessment is considered appropriate and may act as the lead professional in certain circumstances.

Additional guidance can also be accessed by using the [OSCP multi-agency threshold document](#).

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

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 72 hrs.

Contact details:

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

Please note that for any schools who have children who attend their school and do not live in Cornwall then they need to refer to the County that the child lives in. Contact details for other southwest local authorities are on the [South West Child Protection Procedures website](#).

If staff have any concerns about a child's welfare they must act immediately.

4. Child Abuse

There are four main types of child abuse as defined in Working Together to Safeguard Children 2023

4.1 Generic term for abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.



4.2 Physical Abuse

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

4.3 Emotional Abuse

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

4.4 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. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

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

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

4.6 Bullying

Our school takes bullying incidents very seriously. Children should be helped to understand what constitutes bullying and understand what actions will be taken if such incidents were to occur. All forms of bullying are emotionally harmful to children. As a school we have a zero tolerance to bullying. Our **Positive Behaviour and Relationships** and **Anti-Bullying Policies** outline the differing aspects of bullying and the school's response to this. All incidents of bullying must be reported and clearly recorded. Please see the **policies here: [Trekenner Primary School – Behaviour and Relationships](#)** for more details.

4.7 Child Mental Health

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

Only appropriately trained professionals should attempt to diagnose a mental health problem. Staff however are well placed to notice any changes in a child's behaviour that may indicate they are developing or are experiencing a mental health problem.

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

If staff have a mental health concern about a child that they think may be a safeguarding concern they should talk to the DSL/DDSL immediately.

Given the level of concern currently relating to children's mental health, it is advised that schools create a mental health and well-being policy

KCSIE 2021 highlighted the importance of having a Mental Health Lead in school. Their role is to ensure with the governors that there are clear systems and processes in school for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. The Mental Health Lead is also responsible for overseeing the in-house mental health support and school's well-being offer. The mental health lead must go on recognised mental health training and take responsibility for cascading learning in relation to the mental health and wellbeing of children to all staff. The purpose of this should be to



improve understanding and confidence in identifying and supporting children who may be vulnerable.

Further details of the schools approach to Child Mental Health can be found in the [Mental Health and Well-being Policy](#) here: [Trekkenner Primary School - Safeguarding and Wellbeing](#) which includes how to identify and support children who may be at risk or self-harming.

All referrals to external mental health services are overseen by the **Mental Health Lead** and the **DSL**.

5. Reporting your concerns

5.1 General Principles

In the first instance if a member of staff has a concern about a child they should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

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

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

Early information sharing is vital for effective identification, assessment and support.

5.2 If the DSL/DDSL are not available.

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

Contact details: **MARU 0300 1231 116**

- They may ask you to Complete an [inter agency referral](#) – NB you will need to save this and email it to us
- You can also email them at multiagencyreferralunit@cornwall.gov.uk

If the concerns arise out of office hours contact 01208 251300

If the risk of significant harm to the child is imminent then you must call the police on 999



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

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

- Full name
- D.O.B
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the school
- Factual information about the concerns you have – including access to any chronologies the school has on the child

NSPCC – what you can do to report abuse [dedicated helpline](https://www.nspcc.org.uk/help-and-advice/what-you-can-do-to-report-abuse/) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or are concerned about how a safeguarding issue is being handled within school. Staff can call 0800 800 5000 8am – 10pm Monday – Friday and 9am – 6pm at weekends, or email help@nspcc.org.uk

Details of MARU can be given to anyone in the school community if they need to report concerns out of school time; i.e. weekend or holidays.

5.4 Making a referral in writing

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the [OSCP website](https://www.oscp.gov.uk/). You must then send it in by secure email which is clearly highlighted on the referral form:

MARU Secure email: multiagencyreferralunit@cornwall.gov.uk

5.5 Informing Parents

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

5.6 Resolution of Professional Differences

In the event that the school disagrees with the actions or decisions of another agency we will consider using the [Resolution of Professional Differences policy](#), formerly referred to as the escalation policy.

5.7 If the Child/Family are already known to Social Care

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker, they can contact MARU who will provide contact details of the worker and/or their manager.



The DSL has responsibility for promoting the educational outcomes of children with a social worker. The DSL will ensure staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.

6. Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Child criminal exploitation (CCE)
- Children missing from Education
- County lines
- Domestic Abuse
- Substance abuse
- Fabricated or induced illness
- Children with family members in prison
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health of parents and children
- Homelessness
- So called 'Honour-based' abuse
- Child on child abuse (previously known as peer on peer)
- Sexual violence and sexual harassment between children in schools
- Private Fostering
- Preventing Radicalisation
- Online abuse including nude or semi-nude images
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children



- Serious violence
- Cyber crime

The school will incorporate signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2025) provides more detail on the following:

6.1 Child Sexual Exploitation (CSE)

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

CSE can occur over time but could also be a one off occurrence and may happen without the child's immediate knowledge; e.g. through others sharing images or videos of them on social media.

CSE can affect any child who was coerced into engaging in sexual activities including 16/17 year olds who can consent to sex. Some children may not realise that they are being exploited and may believe they are in a genuine romantic relationship.

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

Potential indicators of CSE are contained within [Appendix 1](#).

6.2 Child Criminal Exploitation

Activities such as county lines, shoplifting, pickpocketing, vehicle theft/damage can all be forms of CCE.

Children can get trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence and entrap and coerce them into debt. They may be forced to carry weapons such as knives or as a form of protection for themselves. Children involved in CCE often commit the crime themselves so are not easily seen as victims and are therefore very vulnerable. They may still have been criminally exploited even if they appear to have agreed or consented to the activity. It can be very specific e.g. County Lines, shoplifting, vehicle theft, pick pocketing.

All professionals should be aware that girls can also be involved in CCE. Although the indicators may not be the same. It is important to note that those involved with CCE may be at higher risk of sexual exploitation.



6.3 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more areas within the UK, using dedicated mobile phone lines or other forms of 'deal line'. This activity can happen locally as well as cross the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into County Lines in a number of locations including schools and other education settings.

Children are increasingly being targeted via social media. Children can be easily trapped by this type of exploitation as county lines can manufacture drug debts which need to be worked off or threaten serious violence towards victim and their families if they attempt to leave the county lines network

Any concerns about county lines should be referred to the DSL immediately and they should then contact MARU for guidance and advice.

6.4 Extremism/Radicalisation/PREVENT

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young– by seeking to sow division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society (Working Together December 2023)

The School will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization

The HT/Principal 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.

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

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

The School will respond to any concern about Extremism/Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments



where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the [Safer Cornwall website](http://www.safercornwall.org.uk). www.safercornwall.org.uk

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

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

The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2025) Please refer to the [online safety policy](#).

All staff in the first instance should contact the SPOC (Single Point of Contact) within the school, [Mrs Laura Mead](#) with any concerns.

Additional contact details:

Concerns can be discussed with the Prevent Lead for Cornwall: [Steve Rowell](#) email: prevent@cornwall.gov.uk

MARU can also be contacted for advice: [0300 1231 116](tel:03001231116)

Emergency Out of Hours: Tel No: [01208 251300](tel:01208251300)

If immediate and serious concerns call the police on [999](tel:999)

6.5 Honour-Based Abuse

So called honour-based violence (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, it includes female genital mutilation, forced marriage, and practices such as 'breast ironing'.

6.6 Female Genital Mutilation (FGM)

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

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

Potential indicators of FGM are contained within [Appendix 1](#).



6.7 **Forced Marriage**

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

Arranged marriage is common in some cultures. The families of both spouses take a leading role in arranging the marriage, however the choice of whether-or-not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. Since February 2023 it has also been a crime 'to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used'. (This applies to all children who previously could have married once they reached 16 years of age).

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with MARU for guidance and advice.

NB: Since February 2023 16- and 17-year-olds can no longer marry in England and Wales or enter a civil partnership, even if they have parental consent.

6.8 **Child on Child Abuse**

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

Please refer to the **Child-on-Child Abuse Statement (Appendix)** for further information and guidance.

Please also refer to the school's **Anti Bullying, Equality and Diversity and Online Safety** policies here: [Trekkenner Primary School – Safeguarding and Wellbeing](#)

6.9 **Sexual Violence and sexual harassment between children in schools and colleges**

Our school has a zero tolerance to sexual harassment and sexual violence. It is never acceptable and will never be tolerated. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All victims must be taken seriously, supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting the abuse.



Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected, and every effort is made to minimise the disruption to their education.

Part 5 of KCSIE (September 2025) clearly outlines the response that should be taken. Please also refer to our [Child-on-Child Statement \(Appendix\)](#).

If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately. They should then liaise with MARU and follow guidance laid out in KCSIE (September 2025)

6.10 Vulnerable Children including Children with special educational needs and disabilities and LGBTQ children.

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

The school recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

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

The individual needs of every child with special educational needs or disability will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising. In addition, we will keep under review the potential need for additional pastoral support.

LGBTQ Children

A child who may be LGBTQ is not in itself an inherent risk factor for harm. However, it may increase their vulnerability to being targeted by other children whether they are identifying themselves as LGBTQ or whether they are perceived by others to be LGBTQ.

All staff need to be able to minimise any additional barriers they may face and provide a safe place for them to share their concerns.

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

6.11 Online safety (including cyber-crime)

Trekkenner Primary School take online safety very seriously both in terms of our pupils and all of our staff. Please also refer to the school's [Online Safety Policy](#) and the [Acceptable User Policy for Staff](#) here: [Trekkenner Primary School - Safeguarding and Wellbeing](#)



All staff safeguarding training will include regular online safety training and briefings. This is to help build the school community's understanding and confidence in recognising areas of concern and vulnerability in relation to pupil's use of online technology both in and outside of school.

The DSL has responsibility for ensuring that the school has appropriate filtering and monitoring on school devices and school networks.

At Trekennor Primary School, we are committed to ensuring that all members of our school community—children, staff, and visitors—use technology safely, responsibly, and in line with our core values: **Connect, Achieve, Respect, Explore**. We recognise the benefits that digital tools and smart technologies bring to learning and communication, and we actively promote their positive use within the school environment. However, we also acknowledge the risks associated with online activity, including exposure to inappropriate content, cyberbullying, and cybercrime*. To safeguard our pupils, we implement robust filtering and monitoring systems, provide age-appropriate digital literacy education, and maintain clear expectations around the use of mobile and smart devices. Staff and visitors are expected to model safe and respectful online behaviour, and pupils are guided to explore the digital world with curiosity and caution. Any misuse of technology or concerns related to online safety are addressed promptly in accordance with our safeguarding procedures.

**Cybercrime: This is a criminal activity committed using computers and/or the internet.*

6.10.1.1 Filtering and Monitoring

The school is adhering to the guidance within the revised KCSIE (September 2025) Paragraph 141– 143 (inclusive) and this is reflected within our online safety policy. The responsibility for ensuring that appropriate filtering and monitoring measures are in place is the duty of the DSL. The governing body monitors this through the termly safeguarding report to governors to ensure that this responsibility is being undertaken and gives support to the DSL where appropriate e.g., additional resources, training and time to fulfill this role, in line with the DfE guidance: Meeting digital and technology standards in schools and colleges – Filtering and monitoring standards for schools and colleges – Guidance – GOV.UK (www.gov.uk)

6.11 Domestic Abuse

Domestic abuse is an indicator of abuse and neglect and it can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. (Working Together July 2018, updated July 2022). Under the Domestic Abuse Act 2021 any child if they see or hear domestic abuse and are related to any adult involved should be considered a victim.

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children 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 children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic abuse where children reside in the home, the children are in the same or



the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

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

Operation Encompass

Our school is an Operation Encompass school. This means that when there has been a domestic abuse incident at an address where children from our school live and the police have been called and attend the incident, the school should be informed by 9am the next school day via a secure email. This enables us to support the child(ren), and where appropriate the family, within school. Parents are advised by the police that the school will be informed.

Social care also receives reports from the police when they have been involved with children, not just in relation to domestic abuse incidents. These are called PPN's (Police Protection Notices). This information will also be passed to the school if the information is considered appropriate and proportionate. Staff in school will be informed on a 'need-to-know basis' by the DSL.

Operation Encompass Helpline

The [Operation Encompass Teachers Helpline](#), funded by Home Office and the Department for Education. It is available Monday to Friday from 8am to 11am throughout term-time. Tel No: [0204 513 9990](tel:02045139990)

The Helpline allows staff to speak in confidence with an educational psychologist about how best to support children experiencing domestic abuse.

Our DSL/DDSL would be the most likely people to contact the helpline and should be consulted if a member of staff is contacting them.

6.12 Children Missing/Absent from Education

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

6.13.1 EHE- Elective Home Education

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

The DSL/DDSL will always alert the Local Authority where there are concerns regarding the safety and welfare of the child in question and/or there is an allocated social worker.



KCSIE 2025 recommends where ever possible that a multi-agency meeting is convened with the parents to ensure the best interests of the child are being met.

6.13.2 Exclusion – Temporary (suspension) and permanent

All children who are at risk of temporary or permanent exclusion must be risk-assessed and this formerly recorded. If it is not deemed appropriate or safe to continue with the exclusion, then the school will work with the local authority to find a more suitable alternative.

If any child at risk of temporary or permanent exclusion has an allocated social worker, they must be consulted ahead of any decision to exclude.

6.13.3 Reduced Timetables

Should a reduced timetable be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement. Guidance is available at

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

The use of a reduced timetable should be an exceptional measure in this school. It is illegal for a school to impose a reduced timetable, but it is accepted that a reduced timetable may be appropriate provided that the setting can demonstrate that the Local Authority's best practice guidance has been followed. Guidance for schools on the use of reduced timetables – Sept 2022 details further the actions and procedures that need to be followed.

6.14 Looked after children and previously looked after children

A previously looked after child potentially remains vulnerable. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2025)

A designated child in care lead has been appointed from the senior leadership team. This is currently **Mrs Shelley Jeffery**.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan in consultation with the Virtual School for Children in Care. Designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders.

The **Designated Teacher for Children in Care, Mrs Shelley Jeffery** has completed appropriate training for this role provided by Cornwall Council. This is due to be updated by **March 2026**.

More details/guidance is available in the statutory guidance on 'Promoting the education of looked after children'.



6.15 Young Carers

As a school 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.

6.16 Private Fostering

A private fostering arrangement is when a child (up to the age of 16 years) is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

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

Advice or a referral can be made via MARU.

6.17 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. **All members of staff must also inform the DSL/DDSL of any concerns.**

Advice or referral can be made via **MARU (0300 1231 116)** or for Vulnerable Adults (0300 1234 131).

6.18 Contextual Safeguarding

Safeguarding incidents can be associated with factors outside of school. All staff should be considering the context within which such incidents and or/behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It can include child sexual exploitation, child criminal exploitation, serious violence, county lines, domestic abuse and gang culture. It can also involve links to anti-social behaviour, identifying local 'hot-spots' in the community.

Always have a discussion with your DSL/DDSL if you have concerns or if you have been told information that concerns you about a family.



It is important to verify as much as possible the accuracy of the information but this should not get in the way of you having a discussion with your DSL.

If making a referral to social care the school should provide as much information as possible.

6.19 Serious Violence

All staff should be aware of indicators which may suggest that children are at risk from or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.

6.20 Special Circumstances

6.20.1 Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience.

6.20.2 Children staying with host families - now referred to as homestay

The schools may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the schools follow the guidance in Annex D of KCSIE (September 2025) to ensure that hosting arrangements are as safe as possible.

6.20.3 Role of the Appropriate Adult during Police Investigations

In the event that the police request to interview or meet with a child in school the PACE Code C 2019 needs to be considered. Any child under investigation by the police should have access to an appropriate adult to “*support, advise and assist*” the young person. They should also “*observe whether the police are acting properly and fairly to respect the young person’s rights and entitlements, and inform an officer of rank if they are not*”

7. Confidentiality and Information Sharing

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children, colleagues or other professionals. This includes having an ‘off the record discussion’. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

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



doubt. GDPR provides a number of bases for sharing personal information. It is not necessary to seek consent to share information for the purposes of safeguarding and promoting the welfare of a child provided that there is lawful basis to process any personal information required. (Working Together July 2018, updated July 2022)

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

The school adheres to the revised Information sharing – [Advice for practitioners providing safeguarding services](#) (May 2024)

8. Record Keeping

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

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

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance.
- Ensuring all records are clear, factual and jargon free.

At Trekkenner Primary School we use the cloud-based platform **My Concern** to record and monitor safeguarding concerns. All staff, including support staff, have confidential logins and are expected to record any concerns they have about a child or children. This is monitored by the DSL and DDSL who are alerted to all concerns via email. They then take appropriate action, which can include having conversations with the child/ren and/or parents/carers; referring to MARU/MASH, Early Help or the police and responding to staff where necessary.

Specific concerns about **Serious Misbehaviour**, Bullying and **Positive Handling and the Use of Restraint** are also kept in an (abridged) written form, as chronologies in files which are kept securely in the school office. This is to enable the early identification of patterns and triggers of behaviour within the school.

Further details of how the school records and monitors safeguarding incidents can be found in the relevant policies here: [Trekkenner Primary School – Behaviour and Relationships](#)

9. Allegations against staff

Allegations against staff are covered in all basic training and induction training that takes place within our school. We follow the mandatory guidance in **KCSIE 2025 Part Four** which includes the management of ‘Low Level Concerns’. Please refer to the school’s disciplinary policy regarding **managing allegations against staff**.

Staff need to be mindful that it is not only their behaviour in school which may lead to concerns being raised. Where a member of staff or volunteer is involved in an incident outside of school which may/may not have involved children but could impact on their suitability to work with children. This is usually referred to as ‘Transferrable risk’ and should be discussed with the LADO.



Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure about an adult colleague, it is important to reassure the child that what they say will be taken very seriously and everything possible done to help.

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

If the allegation concerns the Headteacher then the Chair of Governors must be informed.

In all situations regarding an allegation of abuse against a member of staff (including supply staff/volunteers/governors) the school must not act alone and must seek advice from our HR team at Nova HR (janine@novahrltd.co.uk / 07724 311353) and then a referral made where necessary.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) will contact the LADO for advice

As part of our safeguarding duties, the LADO Service has a statutory responsibility to manage and oversee allegations made against professionals and volunteers who work with children. All allegations and concerns should be referred to the LADO within 24 hours where advice and guidance can be provided in respect of balancing the responsibility to safeguard with the need to support staff in difficult situations.

Contact details LADO: 01872 326536; lado@cornwall.gov.uk

If a referral needs to be made, then this must go through MARU who will then pass it on to the LADO team. The referral form can be found on the [OSCP website](#).

Further details on the processes around [Managing Allegations Against Staff](#) can be found in the school's policy in [Appendix D](#).

10. Whistleblowing

Please adhere to the schools whistleblowing policy which can be found here: [Trekener Primary School - Safeguarding and Wellbeing](#)

Whistleblowing Governor: Mrs Sue Baldwin

In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

NSPCC Whistleblowing helpline: 0800 028 0285

11. Key Safeguarding Roles and Responsibilities

11.1 Designated Safeguarding Lead (DSL)

There is a legal obligation under the Education Act 2002, S175/157, for all schools to have a designated safeguarding lead. Trekener Primary School follows the guidance in [Annex C of KCSIE](#) (revised September 2025) which outlines the key responsibilities of the DSL. This includes duties relating to filtering and monitoring introduced in September 2024. These are outlined within the school's Online Safety Policy which can be found here: [Trekener Primary School - Safeguarding and Wellbeing](#)



11.2 Deputy Designated Safeguarding Lead (DDSL)

As above we follow the guidance in **Annex C** of KCSIE (revised September 2025) which outlines the key responsibilities of the DSL and DDSL.

11.3 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 2025). In addition, we have outlined these responsibilities in **Appendix C**.

12. Safer Recruitment

Our school complies with the requirements of KCSIE, (September 2025) – Part 3.

Our school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006.
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members has undertaken safer recruitment training through an accredited training programme.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

13. Attendance at Child Protection Conference

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

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

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

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



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

14. Training and Briefings

All members of our workforce, who work directly with children, have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2025) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2025). *Optional for schools, those members of staff who do not work directly with children can be given Part 1 or Annex A*

All staff members will receive appropriate safeguarding and child protection training/briefings which will be regularly updated (minimum of yearly). In addition, all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governor's meetings.

All staff will also, as part of our induction, be issued with information that includes our Child Protection and Safeguarding Policy, key designated staff, Staff Code of Conduct, Part 1 of KCSIE (September 2025), Key external contacts, What to do if a Child discloses Abuse, and Recording concerns.

All staff need to understand the unique risks associated with online safety and be confident they have the skills to keep children safe whilst they are online in school. Regular training and briefings are held within school, and all members of the school community are expected to attend these.

In addition, all staff must recognise the additional risks that SEND children can face, especially with regard to their online activities.

Our DSL and DDSL(s) will undertake multi-agency safeguarding training in addition to the whole school training. Once this training is completed, they have a duty to update their training by attending safeguarding briefings and training every year with a full update every two years. It will support both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body will have access to basic safeguarding training within the school. KCSIE 2025 Part Two is clear about the expectation that all governors also have an understanding of their **strategic** responsibilities in relation to safeguarding. It recommends and encourages them to undertake training specifically on the safeguarding responsibilities of the governing body in particular the role of the Safeguarding Governor.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff. All those involved in Safer Recruitment must read KCSIE Part 3.

PREVENT training will be undertaken by all new members of staff and the DSL will guide existing staff on any updates which may involve refresher training



Safeguarding training assurance from 3rd party providers/contractors

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

For audit purposes and our own assurance, the School will keep a record of responses from contractors/3rd party suppliers.

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

15. Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding/ child protection policy and procedures apply.

If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures i.e. DBS checks. This will also include an expectation that they have a safeguarding and child protection policy in place. If an allegation is raised that relates to an incident that happened when an individual or organisation were using our premises for any activity involving children (or vulnerable adults) we will follow our own relevant safeguarding policies and inform the LADO. This will be the responsibility of the headteacher.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/child protection arrangements are in place. There will also be a risk assessment independently undertaken by a member of the SLT within the school. Unless there are exceptional circumstances a member of staff would be expected to accompany any child attending an off-site activity.

16. Photography and images

Staff are aware that should avoid using their own personal cameras/smart phones be used in recording children or young people in this school. For more details and guidance they should refer to the school's **Acceptable Use Policy and The Staff Handbook**.

The school will ensure that they get parental permission to take photographs of children for media, website and other school purposes.

Any person taking images of the children should be challenged by staff unless they are absolutely confident they have the relevant permissions.



17. Supporting Our Staff

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

The school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff.

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

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

- Their own GP
- The Samaritans Telephone: 116 123
- NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)

The DSL and Safeguarding Governor will take responsibility for updating this policy and informing all staff and the Governing Body of key changes.

This policy template was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). It has been revised annually in line with all KCSIE revisions (Next Revision date will be in light of any changes to the Children's Wellbeing and Schools Bill anticipated in early 2026). The RHSE guidance that has recently been published will be reviewed and implemented for September 2026.

This policy reflects the revised Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges September 2025.

It is endorsed by the Local Authority

This policy was ratified by the FGB in Autumn 2025

Signed: _____ [headteacher] date: _____

Signed: _____ [COG] date: _____

To be reviewed September 2026



Appendix 1: Signs and Indicators of Abuse

A more comprehensive list will be considered within staff training however this will give staff some indication of what to look out for.

Although these signs do not necessarily indicate that a child has been abused, they may help staff recognise that something is wrong.

If you have any concerns, you must pass these to your DSL immediately.

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. Occasionally a 'pattern' may be seen e.g. fingertip or hand mark. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Burns- shape of burn, uncommon sites, friction burn

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

Neglect

It can be difficult to recognise neglect; however its effects can be long term and damaging for children.

It is also important to recognise that aspects of neglect can be very subjective. We may need to challenge ourselves and others and remember that people can have different values and that there will be differences in how children are cared for which may be based on faith or cultural issues that are different to ours.

In respecting these differences, we must not be afraid to raise our concerns if we believe the care being given to the child may be impacting on its safety and welfare.



The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight (obesity may be a neglect issue as well).
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive (also known as faltering growth) and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Development delay in terms of emotional progress.
- Overreaction to mistakes.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All Staff and Governors should play a crucial role in identifying/reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Stomach pains.
- Discomfort when walking or sitting down.



Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Acting in a sexually explicit way towards adults.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Different forms of abuse can often overlap and perpetrators may subject children to many forms of abuse

Many aspects of CSE take place online so it may be difficult to identify this within school. The behaviours also need to be considered within the context of the child's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Children talking about having lots of 'friends' online whom when asked they do not know personally
- Associate with other children involved in exploitation
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Children who suffer from sexually transmitted disease or are pregnant
- Suffer from changes in emotional wellbeing
- Talking about physically meeting up with someone they met online
- Posting lots of images of themselves online
- Going missing or regularly coming home late
- Talking about friendships with older young people/adults
- Children who have older girlfriends/boyfriends
- Engagement with offending
- Exclusion or unexplained absences from school
- Isolation from peers/social network
- Frequently in the company of older people – association with 'risky' adults
- Accepting lifts or being picked up in vehicles
- Physical injury without plausible explanation
- No parental supervision/monitoring of online activity
- Poor school attendance
- Secretive behaviour
- Self-harm or significant changes in emotional well-being
- Concerning use of internet or other social media
- Returning home late
- Chronic tiredness.

Reference: [Child sexual Exploitation – guide for practitioners February 2017](#)



County Lines

Indicators may include:

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

Female Genital Mutilation (FGM)

Although situations of FGM may be unusual it is important that you do not assume it could not happen here. 8-15-year-old girls are the most vulnerable.

Indicators may include:

- Days absent from school
- Not participating in physical education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Parents from a country who are known to practice FGM.

Children who may not be ready to disclose.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. They might feel embarrassed, have misguided feelings guilt, humiliated or be being threatened. This could be due to their vulnerability, disability, sexual orientation or language barriers. None of this should prevent staff from having 'professional curiosity' and speaking to the DSL.



Appendix 2: Managing a Disclosure of Abuse

It is extremely important that if a child discloses that you know what to do. This will be explained by the DSL/DDSL during induction and will form a key part of any safeguarding training undertaken within school. These are the key principles:

If:

- A child or young person discloses abuse, or
- You suspect a child may have been abused, or
- You witness an abusive situation involving another professional.

Staff should: RECORD AND REPORT:

- Respond without showing any signs of disquiet, anxiety or shock.
- Enquire casually about how an injury was sustained or why a child appears upset.
- Confidentiality must never be promised to children, young people, or adults in this situation.
- Observe carefully the demeanor or behaviour of the child.
- Record in detail what has been seen and heard in the child's own words (after you have spoken to them, not during a disclosure).
- Do not interrogate or enter into detailed investigations: rather, encourage the child to say what she/he wants until enough information is gained to decide whether or not a referral is appropriate.
- Ensure if the child is complaining of being hurt/unwell this is reported immediately

Asking questions is fine to help understand what the issue is BUT you must ensure the questions are open and give the child the ability to clarify.

- It is important NOT to ask leading questions e.g. Did ----- Was it -----?
- It is important to know when to stop asking questions and listen.
- It is important not to interrogate.

Types of Questions you can ask: TED

Can you **tell** me?

Can you **explain**?

Can you **describe**?

Remember you are only clarifying with the child if something concerning did happen or could have happened from the information they give you.

Then report to your DSL or DDSL immediately. **If they are not available, contact MARU.**

Staff MUST NOT

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the designated staff or MARU
- Speak to the parents until you have had a conversation with your DSL/MARU
- Ask the child to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.



Appendix 3: Key Roles and Responsibilities

Designated Safeguarding Lead (DSL):

KCSIE (2025) includes:

- Being a central point of contact for all staff
- Confident in knowing what to do and where to go if you have concerns
- Ensure records are kept up to date, safely and securely
- That all staff are aware of their safeguarding responsibilities
- Be the initial point of contact for external agencies in relation to safeguarding issues
- Promote awareness of safeguarding in relation to the children, all staff, the governing body and parents
- KCSIE has always expected schools to 'ensure [they] have appropriate filters and monitoring systems in place'. KCSIE 2022 adds that these systems should be 'regularly' reviewed. In KCSIE 2024 there were new published standards that all DSL's have read and understood: 123 – 135. [Meeting digital and technology standards in schools and colleges – Broadband internet standards for schools and colleges – Guidance – GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)
- Although technicians will do the technical work, decisions on what should be allowed are the responsibility of the DSL who should be aiming to keep children safe whilst being 'careful that 'over blocking' does not lead to unreasonable restrictions' (KCSIE). DSLs should see filtering as a strategic safeguarding tool and feel confident to get involved and be the decision maker

Deputy Designated Safeguarding Lead (DDSL):

As above. They will be trained to the same level of the DSL.

They should be a permanent member of staff

If you are a large school, you may have more than one DDSL. If this is the case, ensure that there is excellent communication between the Safeguarding team within the school and that all records are kept centrally and available to be accessed by the designated safeguarding staff.

Governing Body

You should adapt to meet the requirements of your own governance but ensure you are still meeting the requirements of **Part 2 of KCSIE (September 2021)** this includes:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self- assessment on an annual basis
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Cornwall
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding and this person has received appropriate training for their role. They should not be a member of staff within the school as this could lead to a possible conflict of interest and they need to act as the schools 'critical friend'.



- Safeguarding Governors should not act in the role of DSL or DDSL. No member of the governing body should be given confidential information about any child or family in school unless the permission of the family has been given to share the information or it is on the advice of the LADO. All reports involving any information about children for governor meetings and briefings should be anonymised.
- The designated safeguarding governor visits the school regularly to review safeguarding within the school and includes within visits regular discussions with children.
- Ensuring that we have a DSL for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DDSL's needs to be sufficient in number depending upon the size and demands of the school.
- That the DSL/DDSL are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that this is updated with certified training every two years.
- That a DSL is on the premises and available during school hours, where this is not available there is cover in place. Therefore, ensuring there is cover at all times.
- That we have a nominated link Governor for CIC (Children in Care) and SEND alongside other nominated leads in the School on these issues;
- We have an appointed teacher who is responsible for Children in Care who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and attends regular training and briefings in relation to children in care.
- Safeguarding is an agenda item at every full governing body meeting
- That there are procedures in place in handling allegations against Staff, Supply Staff, Volunteers and Governors and any concerns staff and volunteers have (including concerns about the school) are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- The governing body have appointed a whistleblowing governor.
- That all Staff, (including volunteers and frequent visitors) who will be working in the school are given a mandatory safeguarding induction which includes knowledge regarding abuse, neglect, staff code of conduct specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the School's policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff receives the appropriate training which is regularly updated. Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including RSE.



SAFEGUARDING AND CHILD PROTECTION POLICY 2025

- We have in place an Online Safety Policy equipped to deal with a widening range of issues associated with technology.
- That as a Governing Body, we have an overview of children who are at risk of being excluded and EHE (no identifying details).
- That as a school we are making the link between mental health and safeguarding
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify Children's Social Care if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify Children's Social Care if it is thought or known that a child or young person may be privately Fostered.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.
- That all relevant safeguarding policies are reviewed on a regular basis (safeguarding policy should be annually) and that all legislative changes as well as changes to mandatory national guidance and local processes are reflected within the relevant policies and procedures within school. This includes the introduction of the new mandatory Relationship, Sex and Health Education curriculum.



Appendix 4: Statement on 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. It can also take place both face-to-face and online and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

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 children (this is sometimes known as 'teenage relationship abuse')
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - 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 nude and semi-nude 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 will follow the procedures set out in [section 5 \(Reporting Abuse\)](#) of this policy, as appropriate.



Appendix 5: Managing Allegations Against Staff (Including Low Level Concerns) Policy

Section 1: allegations that may meet the harm threshold

This section is based on 'Section 1: Allegations that may meet the harm threshold' in **part 4 of KCSIE**. It applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children, in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If there is any doubt as to whether a concern meets the harm threshold, The headteacher (or chair of governors if the allegation involves the headteacher) will consult our local authority designated officer (LADO). They will also seek advice and support from the school's HR consultants **Nova HR (janine@novahr ltd.co.uk / 07724 311353)**.

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The Headteacher (or CoG) may commission a member of the senior leadership team (DDSL), another governor or an independent investigator if it is felt they have had too much involvement in the case and this could raise questions around impartiality. In any case, the case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

- Based on an assessment of risk, we will consider alternatives such as:
- Redeployment within the school so that the individual does not have direct contact with the child or children concerned



- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and local authority children's social care where they have been involved.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis that supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or local authority children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or local authority children's social care services, where necessary). Where the police and/or local authority children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children



at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or local authority children's social care services, as appropriate

- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to local authority children's social care

If immediate suspension is considered necessary, agree and record the rationale for this with the LADO/HR. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. **Written confirmation of the suspension*** will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO/HR **what information should be put in writing*** to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed seek advice/instruction from **the school's HR consultant*** and take steps as agreed with them and the LADO to initiate the appropriate action in school and/or liaise with the police and/or local authority children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Staff in school may seek support from a trusted colleague (who agrees to be bound by the confidentiality required and not to discuss the case with other colleagues or members of the school community) and/or their trade union representatives. They may also make use of the counseling services provided by the school's staff insurance package with **Schools UK[contact details to be inserted here]**

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with local authority children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child



Inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days



However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or local authority children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary/legal action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to local authority children's social care may be appropriate



- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary or legal action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police, local authority children's social care services and HR as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with local authority children's social care or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations that have all been found to be false, unfounded, unsubstantiated or malicious



- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the anonymised circumstances of the case with the Headteacher/DSL and Governing Body to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of:

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.



Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of *Keeping Children Safe in Education*.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Reporting and Managing Low-Level Concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others. See The Staff handbook 25-26 here: [Trekenner Primary School – Staff Handbook](#)



- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

We recognise that creating a safe and supportive environment for pupils depends on all staff upholding the highest standards of professional behaviour. To support this, we actively encourage the sharing of low-level concerns about adults working in or on behalf of the school.

We believe that early identification and appropriate management of such concerns is essential to ensure the safety and wellbeing of pupils and to maintain a culture in which all staff feel confident to raise concerns.

Sharing low-level concerns

Raising a Concern

Any member of staff with a low-level concern should report it as soon as possible. This can be done verbally or in writing to the **Headteacher**. If the concern relates to the Headteacher, it should be reported to the **Chair of Governors**.

Recording the Concern

The Headteacher (or Chair of Governors) will record the concern in the school's **Record of Low-Level Concerns**, ensuring confidentiality and sensitivity throughout the process.

Where patterns emerge or concerns meet the threshold for further action, they will be addressed under **Section 1** of this policy, which outlines the procedures for managing allegations that meet the harm threshold.

The Designated Safeguarding Lead (DSL) plays a key role in advising on the management of low-level concerns and ensuring that safeguarding principles are upheld throughout the process.

Responding to low-level concerns

The Headteacher (or Chair of Governors) will assess the concern and take appropriate action including collecting evidence by speaking:

- directly to the person who raised the concern, unless it has been raised anonymous
- to the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff Code of Conduct [see The Staff handbook 25-26 here: [Trekenner Primary School - Staff Handbook](#)]



The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

The Headteacher may then speak with the individual concerned, offering guidance, or arranging additional support or training.

Monitoring and Review

The Record of Low-Level Concerns will be regularly reviewed to identify any patterns or escalation of behaviour.

Record keeping

All low-level concerns will be recorded in writing in the **Record of Low-Level Concerns**. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the LADO.
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; **and/or**
- The concern (or group of concerns) relates to issues that would ordinarily be included in a reference, such as misconduct or poor performance

This policy was ratified by the FGB in Autumn 2025

Signed: _____ [headteacher] date: _____

Signed: _____ [COG] date: _____

To be reviewed September 2026



Appendix 6: Safer Recruitment Policy

Recruitment and selection process

The recruitment steps outlined below are based on part 3 of [Keeping Children Safe in Education \(KCSIE\) 2025](#).

[The Early Years Foundation Stage statutory framework](#) contains its own requirements for safer recruitment (pages 24 to 27).

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

- When advertising roles, we will make clear:
- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and this [statement on the employment of ex-offenders](#):

Trekkenner Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As part of our safer recruitment practices, we recognise the importance of fair treatment for all applicants, including those with criminal records.

*In accordance with the **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975**, all roles within the school are exempt from the Act due to the nature of regulated activity with children. Therefore, applicants are required to disclose all convictions and cautions that are not protected under the Ministry of Justice filtering rules.*

*We adhere to the **Disclosure and Barring Service (DBS) Code of Practice** and undertake not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed. A criminal record will not necessarily bar an individual from employment at the school. Decisions will be made based on:*



- *The relevance of the offence to the role applied for*
- *The nature and seriousness of the offence*
- *The time elapsed since the offence occurred*
- *Whether the offence indicates a pattern of concerning behaviour*
- *Evidence of rehabilitation and positive change*

All shortlisted candidates will be asked to complete a criminal record self-declaration form and will be subject to an Enhanced DBS check prior to appointment. Where a criminal record is disclosed, a formal risk assessment will be conducted, and an open discussion will take place with the applicant before any final decision is made.

Trekkenner Primary School ensures that all staff involved in recruitment have received appropriate training in safer recruitment and the legal duties relating to the employment of ex-offenders. We are committed to equality of opportunity and the fair treatment of all applicants, regardless of background.

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage.

The information we may ask for includes:

- If they have a criminal history
- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- If they are known to the policy and children's local authority social care and
- If they have been disqualified from providing childcare

Candidates will then be asked to sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.



Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references (e.g. 'to whom it may concern')
- Not rely on applicants to obtain their reference
- Not accept references from a family member
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children. If the applicant has never worked with children, then ensure a reference is from their current employer [If your school has EYFS provision add], training provider or education setting
- Ensure electronic references originate from a legitimate source
- Contact referees to clarify where information is vague or insufficient information is provided
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.



New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control-measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not



Existing staff

We will routinely carry out all the relevant checks relating to the DBS service every 5 years of service to ensure all information is up to date.

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- We believe the individual has engaged in **relevant conduct**; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the **Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009**; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.



For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control-measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Obtain references for volunteers before they are recruited
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control-measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have:

- a section 128 check ([section 128 of the Education and Skills Act 2008](#)) as a section 128 direction disqualifies an individual from being a maintained school governor.
- an identity check
- a right to work in the UK
- other checks deemed necessary if they have lived or worked outside the UK



Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

This policy was ratified by the FGB in Autumn 2025

Signed: _____ [headteacher] date: _____

Signed: _____ [chair of governors] date: _____

To be reviewed September 2026



Appendix 7a: Record of Safeguarding and Wellbeing Training

Trekkenner Record of Safeguarding and Wellbeing Training 2025-26						
Staff Member	Training Received	Date Completed	Trainer/Training Organisation	Staff Signature	Review Date	Certificate seen by/date



Appendix 7b: Records of Staff Adherence to Legislation re KCSIE/Prevent

 Trekkenner Record of Staff/Governors Compliance to KCSIE 2025					
I have read and understood [this] the school's Child Protection and safeguarding Policy 2025-26.			I have read and understood part 1 of <u>Keeping children safe in education 2025: part one information for all school and college staff</u> [school staff] or part 2 <u>Keeping children safe in education 2025</u> [governors]		
Name	Signature	Date	Name	Signature	Date
Laura Mead			Laura Mead		
Jenny Humphries			Jenny Humphries		
Shelley Jeffery			Shelley Jeffery		
Katie Mead			Katie Mead		
Eira Hancock			Eira Hancock		
Samantha Wonnacott			Samantha Wonnacott		
Sally Dingle			Sally Dingle		
Poppy Newbitt			Poppy Newbitt		
Anna O'Connor			Anna O'Connor		
Emma Garland			Emma Garland		
Daniele Williams			Daniele Williams		
Holly Cocking			Holly Cocking		



SAFEGUARDING AND CHILD PROTECTION POLICY 2025

Name	Signature	Date	Name	Signature	Date
Sue Baldwin			Sue Baldwin		
Tifenn Dinesh			Tifenn Dinesh		
Mary Bridger			Mary Bridger		
Katie Burt			Katie Burt		
Laura Mead			Laura Mead		
Anna O'Connor			Anna O'Connor		