

Child Protection and Safeguarding Policy

"Safeguarding is everyone's responsibility"

This policy reflects Keeping Children Safe in Education:

Statutory guidance for schools and colleges

Adopted and Developed: September 2026

Next Scheduled Review: September 2027

Roles & Contact Details	Magdalen Court School	Cardrew Court School
Headteacher:	Rowena Schofield	Kerry Towers
Designated Safeguarding Lead (DSL): (SPOC for Prevent, Learner Exploitation Lead, Encompass Lead)	Jane Kendall (SPOC for Prevent, Learner Exploitation Lead, Encompass Lead) Tel: 01392 494919 / Emergency: 07840850409 Email: Jkendall@magdalencourt.org	Kerry Towers Tel: 01209 912126 / Emergency: 077775 076721 Email: ktowers@cardrewcourt.org
Safeguarding and Whistleblowing Proprietor:	Jeff Jenner Email : Jejenner@magdalencourt.org	

Child Protection and Safeguarding Policy

Child Protection and Safeguarding Policy

Table of Contents

	Page
1. Introduction and Context	3
2. Our Principles	4
3. Family Help (The Safeguarding Support System)	4
4. Categories and Indicators of Learner Abuse	5
5. Reporting Concerns and Escalation Procedures	6
6. Specific Safeguarding Issues	8
7. Confidentiality and Information Sharing	11
8. Record Keeping - CPOMS	11
9. Allegations Against Staff and Low-Level Concerns	12
10. Whistleblowing	12
11. Safeguarding Roles and Responsibilities	12
12. Safer Recruitment and the Single Central Record (SCR)	13
13. Attendance at Learner Protection Conferences	13
14. Safeguarding Training Assurance	13
15. Extended School and Off-Site Arrangements	14
16. Photography and Images	14
17. Supporting Staff	14
18. Adult Safeguarding	14
Appendices Contents	15
Appendix A: Signs and Indicators of Abuse	16
Appendix B: Managing a Disclosure of Abuse	22
Appendix C: Managing Allegations and Low-Level Concerns	23
Appendix D: Key Roles and Job Descriptions	24
Appendix E: Key messages from Serious Case Reviews	27
Appendix F: Safeguarding Referral Forms	30
Appendix G Safeguarding Flowchart.	32

Child Protection and Safeguarding Policy

1. Introduction and Context

This policy is developed and adopted in accordance with Section 175 of the Education Act 2002, which places a statutory duty on the governing bodies of maintained schools and further education institutions to safeguard and promote the welfare of children. The same duty applies to independent schools (including academies and free schools) under Section 157 of the Act. Court Schools are committed to fulfilling these duties by establishing robust, active procedures and fostering a safe learning environment where learners are respected and valued.

This policy complies with the statutory guidance Keeping Children Safe in Education (KCSIE) September 2026. [Keeping children safe in education - GOV.UK](#) All staff, including permanent, temporary, supply, contracted staff, trainee teachers, and volunteers, must adhere to this guidance in full. The CEO and Proprietors ensure that all staff (including those who work directly and those who do not work directly with learners) read Part One of the guidance in full to ensure a comprehensive, unified approach to safeguarding across our whole workforce. The school's Child Protection and Safeguarding Policy is available publicly on the school's website, and a physical copy is held in the main school office.

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 within the school.

Key Documents

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

- Keeping Children Safe in Education (September 2026), which is the statutory guidance for Schools and Colleges.
- Working Together to Safeguard Children (2026) which is statutory guidance to be read and followed by all those providing services for learners and families, including those in education. [Working together to safeguard children 2026](#)
- [What to do if you are worried a child is being abused](#)
- [Information sharing advice for safeguarding practitioners - GOV.UK](#)
- [Working together to improve school attendance - GOV.UK](#)
- [Working together to improve school attendance - GOV.UK](#)
- The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK Sep 2023.
- Multi agency Statutory Guidance on Female Genital Mutilation (Updated July 2020).
- Children Missing Education- Statutory guidance for local authorities (Updated Aug 2024)
- Multi agency Statutory Guidance for dealing with Forced Marriage (Updated April 2023)

2. Our Principles

The fundamental principles that guide our learner protection and safeguarding culture are as follows:

- Safeguarding is everyone's responsibility. Every member of our staff, governing body, and volunteer cohort must maintain a vigilant, learner-centred approach. This means always prioritising what is in the best interests of the learner, ensuring they receive the right help at the right time.

Child Protection and Safeguarding Policy

- Our schools maintain a constant attitude of 'it could happen here'. Staff must never assume that abuse or exploitation does not occur in our setting or community. Safeguarding risks exist across all environments, and professional curiosity is essential in identifying early indicators of harm.
- Active listening and youth empowerment. We foster an inclusive, supportive environment where learners feel listened to, valued, and safe to express their concerns. We establish easily accessible and well-promoted systems for learners to report abuse or neglect, ensuring their voices are central to our safeguarding practice.
- Build resilience by raising awareness of safeguarding and child protection issues and equip children with the language and skills to keep themselves safe. This includes teaching children, as part of a robust PSHE programme about bereavement, vaping, understanding their own mental health and where to seek support. (In line with [Relationships and sex education \(RSE\) and health education - GOV.UK](#))
- Anti-discriminatory and anti-oppressive practice. We recognise that learners may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences adversely impact learners' well-being and mental health. Our setting proactively challenges racism, sexism, homophobia, biphobia, transphobia, and misandry/misogyny, ensuring all children are supported equally.
- Safe, transparent recruitment and rigorous strategic governance. At least one member of our recruitment panel is trained in safer recruitment. Our CEO and Proprietors along with the Governing Body maintain strategic oversight, scrutinising anonymised safeguarding chronologies and attendance trends each term to provide constructive challenge and ensure policy compliance.

3. Family Help (The Safeguarding Support System)

Court Schools recognises that families often require additional support before statutory child protection intervention becomes necessary. In alignment with KCSIE 2026, we have transitioned our supportive frameworks to the Family Help model. We differentiate clearly between the following tiers of supportive action:

- Universal Services and Community-Based Early Help: Support delivered by universal settings (education, health) and community partners (Family Hubs, youth services, after-school clubs) to address emerging concerns before they escalate.
- Targeted Early Help Level of Family Help: Coordinated, multi-agency targeted services delivered under Section 10 and 11 of the Children's Act 2004. This is a voluntary model requiring the explicit consent of the parents/carers. It coordinates whole-family support to help families build on their strengths and manage future challenges.
- Statutory Services under Section 17 of the Children's Act 1989: Support and assessments for 'Children in Need', including disabled children. Qualified lead practitioners (not limited to social workers) coordinate and lead these multi-agency assessments and support plans.
- Statutory Intervention under Section 47 of the Children Act 1989: Local authority social care enquiries initiated where there is reasonable cause to suspect that a learner is suffering, or is likely to suffer, significant harm. The school acts immediately to refer to such cases, and staff actively support social workers throughout the statutory assessment.

Staff must remain particularly alert to identifying learners who would benefit from Family Help, including learners with special educational needs and disabilities (SEND), young carers, learners frequently missing or absent from education, learners at risk of criminal or sexual exploitation, and learners in family circumstances presenting challenges such as substance misuse, adult mental health issues, or domestic abuse.

Child Protection and Safeguarding Policy

4. Categories and Indicators of Learner Abuse

Abuse and neglect are maltreatments of a learner that result in severe, long-lasting damage to their physical, emotional, and psychological development. Staff must understand that safeguarding issues rarely exist in isolation and often overlap across different categories of abuse:

Physical Abuse

Physical abuse involves hitting, shaking, throwing, poisoning, burning, scalding, suffocating, or otherwise causing physical harm to a learner. This also includes parents/carers fabricating the symptoms of, or deliberately inducing, illness in a learner. Physical indicators include unexplained bruising (particularly on soft parts of the body such as cheeks, abdomen, back, or buttocks), bite marks, cigarette burns, uncommon fractures, or a significant delay in seeking medical treatment for injuries.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a learner, causing severe adverse effects on their emotional development. KCSIE 2026 clarifies that emotional abuse includes verbal abuse, such as persistent criticism, belittling, mocking, name-calling, or deliberately silencing a learner. It features imposing developmentally inappropriate expectations, overprotection that limits learning, or preventing social interaction. Changes in behaviour include neurotic/anxious habits (hair twisting, rocking), speech disorders, extreme fear of making mistakes, and self-harm.

Sexual Abuse

Sexual abuse involves forcing, causing, or enticing a learner to engage in sexual activities. This spans physical contact (penetration, rape, non-penetrative touching, kissing, rubbing) and non-contact activities (coercing children to look at or produce sexual images, grooming via the internet, or forcing them to watch sexual acts). The definition in KCSIE 2026 mirrors Working Together to Safeguard Children; learners under 13 can never provide consent to sexual activity, and sexual activity with any children under 16 remains a criminal offence in all circumstances.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. Once born, it involves parents/carers failing to provide adequate food, clothing, shelter (including exclusion from home or abandonment), shelter, supervision, or access to appropriate medical care. It also includes neglect of a child's basic emotional needs. Indicators include a constantly dirty or smelly appearance, constant hunger or food-stealing, inappropriate clothing, and chronic tiredness.

Learner Mental Health Concerns

Mental health problems, such as self-harm, suicidal ideation, or eating disorders, are critical safeguarding concerns. Staff are well-placed to observe day-to-day changes in behaviour (such as withdrawal, difficulty sleeping, or significant changes in academic engagement) that suggest a learner is struggling. While only trained professionals can diagnose a mental health issue, staff must immediately report any mental health concerns that are also safeguarding concerns to the DSL.

Child Protection and Safeguarding Policy

5. Reporting Concerns and Escalation Procedures

If any member of staff has a concern about a learner's welfare or safety, they must act immediately. Professional curiosity must be maintained at all times, and staff must never assume that a colleague or another agency will take action.

Immediate Reporting to the DSL

In the first instance, all safeguarding concerns must be reported immediately to the Designated Safeguarding Lead or Deputy DSL. Concerns must be formally logged in writing via the CPOMS electronic management platform. If CPOMS is unavailable, a paper Safeguarding Referral/Concern form must be completed and handed directly to the DSL or Deputy DSL with immediate effect.

Designated Safeguarding Lead (DSL) Cover and Contact Details

To ensure continuous, uninterrupted safeguarding cover during term time and out-of-hours school activities, the DSL or a trained Deputy DSL will always be available on the premises. In the event that the DSL is absent due to illness, leave, or other circumstances, the school operates a robust, formalised cover system.

Escalation and Contacting Statutory Services

If a learner is in immediate danger, staff must call 999. For statutory consultation, advice, or to make a referral to Children's Social Care, the following contact routes must be utilised:

Key Statutory Contacts:

Devon MASH (Multi-Agency Safeguarding Hub - MASH)

Enquiries and Referrals: Tel: 0345 155 1071 Email: mashsecure@devon.gov.uk

Online Request for Support: www.dscp.org.uk

Out of Hours Emergency Duty Team: Tel: 0345 6000 388

Devon LADO (Local Authority Designated Officer) Enquiries: Tel: (01392) 384964 | Email: ladosecure-mailbox@devon.gov.uk

If, after a referral has been made, a learner's situation does not appear to be improving, the DSL must actively challenge decisions and utilise the Devon SCP conflict resolution and case resolution escalation protocol.

Cornwall MASH Multi-Agency Support and Safeguarding Hub:

Enquiries and Referrals: Tel: MASH [0300 123 1116](tel:03001231116) Email: MASSH@cornwall.gov.uk

Multi Agency Support and Safeguarding Hub Request

Outside of our office hours you can call **01208 251300**. The Out Of Hours team covers:

Child Protection and Safeguarding Policy

6. Specific Safeguarding Issues

Court Schools ensures all staff and governors are trained on critical safeguarding issues as set out in KCSIE 2026 Annex A:

Learner-on-Learner Abuse (Including Harassment and Violence)

Learners are capable of abusing other learners. Learner-on-learner abuse occurs inside and outside school, and online. The school adopts a strict zero-tolerance approach to sexual harassment, sexual violence, misogyny/misandry, racism, faith-targeted abuse, bullying (including cyberbullying), and hazing rituals. Staff must never dismiss or downplay abusive behaviours as 'banter', 'just having a laugh', or 'boys being boys', as this normalises abuse and deters victims from reporting. Immediate risk assessments must be completed, maintaining physical separation and separate timetables between the victim and alleged perpetrator during investigations.

Making or Sharing of Nudes or Semi-Nudes (Online Harms)

The standardised terminology 'making or sharing of nudes or semi-nudes' is adopted. This encompasses the consensual or non-consensual creation, sending, or posting of nude or semi-nude images (including photographs, videos, and livestreams) by young people under 18. This explicitly covers images that are digitally altered or wholly generated using Artificial Intelligence (AI), such as deepfakes or deep nudes. All such incidents require a robust safeguarding response, regardless of consent, taking a proportionate approach that considers the age and circumstances of the learner.

Online Safety, Filtering, and Monitoring Reviews

The CEO, Proprietor and senior leadership team (SLT) take strategic responsibility for online safety, ensuring appropriate filtering and monitoring is active on all school devices and networks. The SLT member responsible for filtering and monitoring, with support from the DSL and IT staff, conducts a comprehensive review of the systems' effectiveness at least once every academic year. This review must include verification checks that filtering works on all connected devices in all school locations, and a detailed written record of these checks must be kept.

Statutory Default Mobile Phone-Free Policy

In alignment with statutory expectations, Court Schools is a mobile phone-free environment by default. Learners are strictly prohibited from having access to mobile phones or personal smart devices throughout the school day, including during lessons, break times, and lunchtimes. Devices must be securely stored upon arrival. This default policy minimises online risks, cyberbullying, and distraction, promoting a safer, more focused environment.

Serious Violence and Knife Crime

Serious violence is a critical safeguarding concern. Indicators that a learner is at risk or involved include increased absence, changes in friendships, unexplained injuries, self-harm, or unexplained gifts/possessions indicating involvement in criminal networks. If a learner is found in possession of a knife or weapon, staff must respond swiftly in accordance with Home Office knife possession guidance. The DSL will assess risks to both the individual and the wider school, put in place a detailed safety and support plan, and engage with Devon or Cornwall Violence Reduction Unit (VRU) and local police relevant to the location of the school.

Integration of Trainee Teachers and Supply Staff

Trainee teachers, supply staff, volunteers, and contractors are fully integrated into our safeguarding frameworks, low-level concerns policies, induction, and allegations management procedures. The school shares joint safeguarding

Child Protection and Safeguarding Policy

responsibilities with initial teacher training (ITT) providers and recruitment agencies. The school must seek written assurance of safeguarding training from all third-party providers.

Domestic Abuse and Operation Encompass Notifications

Under the Domestic Abuse Act 2021, any learner who sees, hears, or experiences domestic abuse is recognised as a victim in their own right. Under the statutory police notification duty established in November 2025, the police must notify the school's DSL (Key Adult) before the start of the next school day if they attend a domestic abuse incident involving a learner or where a learner resides. The DSL holds this highly confidential notification securely, shares information only on a strict need-to-know basis, and coordinates immediate, sensitive pastoral or educational support to ensure the learner feels safe and supported in school.

Homelessness and the Temporary Accommodation Notification Duty

Homelessness presents severe risks to a learner's attendance, well-being, and physical health. Under the Children's Wellbeing and Schools Act, local housing authorities must notify the school's DSL when a learner's family is placed in temporary accommodation. The DSL must hold and utilise this information to proactively coordinate welfare support, attendance monitoring, and adjustments (such as travel support or academic flexibility) to help the learner maintain stability and succeed.

Extremism/Radicalisation/PREVENT

Extremism:

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 July 2018)

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

The HT 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 learners to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMSC (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 online safety.

Our schools 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 learner's resilience to radicalisation.

Child Protection and Safeguarding Policy

When reviewing our PREVENT duties we would consider the guidance contained and held on Prevent in the Local Authority for the school.

Preventing Radicalisation -

What can we do to help our learners 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.

Court Schools are committed to providing effective filtering systems and this will include monitoring the activities of learners when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2026) Please refer to our school's **online safety** policy.

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

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable learners to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMSC (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 online safety.

Our 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 learners resilience to radicalisation.

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

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

Single point of contact:

MAGDALEN COURT Jane Kendall 01392 494919

CARDREW COURT Kerry Towers 01209 912126

SEND Safeguarding Barriers

Learners with special educational needs and disabilities (SEND) face disproportionate safeguarding risks and additional barriers to disclosing abuse, neglect, or exploitation. These include communication barriers, cognitive understanding difficulties (such as being unable to distinguish online fact from fiction), and assumptions by staff that indicators of abuse (such as mood or behaviour changes) relate solely to the learner's disability

Child Protection and Safeguarding Policy

7. Confidentiality and Information Sharing

Data protection is not a barrier to safeguarding. Staff must prioritize the safety and welfare of the learner when sharing information, and fears about sharing information must never stand in the way of protecting a learner.

All data processing, record storage, and information-sharing practices within the school comply with data protection laws, which collectively refers to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025. Data protection laws permit the sharing of sensitive 'special category personal data' for safeguarding purposes without consent under the 'safeguarding of children and individuals at risk' processing condition. Staff must never promise absolute confidentiality to a learner, parent, or colleague, explaining that information must be shared with the DSL if a learner's safety is at risk.

8. Record Keeping - CPOMS

Accurate, factual, and detailed record-keeping is a fundamental statutory requirement of safeguarding. Court Schools utilises the secure, electronic CPOMS (Learner Protection Online Management System) platform to record all safeguarding concerns, disclosures, and actions.

Every concern or incident log on CPOMS must be clear, factual, and jargon-free, distinguishing clearly between observed facts, professional opinions, and historic context. Every entry must include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up, investigated, and resolved;
- A note of any actions taken, decisions reached, the specific rationale for those decisions, and final outcomes.

Safeguarding records are kept strictly confidential and stored securely in a separate learner protection file, entirely distinct from the main learner file.

9. Allegations Against Staff and Low-Level Concerns

Court Schools maintain a robust culture of openness, transparency, and high professional standards. We have zero tolerance for inappropriate behaviour, and we manage all concerns or allegations regarding staff, volunteers, supply staff, and trainee teachers rigorously.

Harm Threshold Allegations

If an allegation is made that a member of staff, supply worker, trainee teacher, or volunteer has harmed or posed a risk of harm to a learner, has possibly committed a criminal offence against a learner, or behaved in a way that indicates they may pose a risk or may be unsuitable to work with children, the Headteacher must be informed immediately. If the allegation is against the Headteacher, the CEO or Safeguarding Proprietor must be informed. The local LADO must be notified within 24 hours. Robust investigations will be carried out in consultation with the LADO, and suspension will never be an automatic response but will be considered carefully based on risk assessments.

Child Protection and Safeguarding Policy

Low-Level Concerns Policy

A 'low-level concern' is any concern—no matter how small, or even if it is a sense of unease or a 'nagging doubt'—that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our Staff Code of Conduct but does not meet the harm threshold and is not serious enough to refer to the LADO. This includes behaviours such as being overfriendly, having favourites, taking photos on personal devices, or humiliating learners.

All low-level concerns must be shared confidentially with the Headteacher. Trainee teachers, supply staff, and contractors are explicitly included in this policy, and shared concerns about supply staff will be notified to their employers. All low-level concerns are recorded in writing, held securely, and reviewed regularly to identify any potential patterns of concerning behaviour. Safeguarding-only low-level concerns that do not constitute misconduct or poor performance are not referred to in future employer references.

10. Whistleblowing

All staff and volunteers must feel safe and empowered to raise concerns regarding poor, unsafe, or non-compliant safeguarding practices within the school. Whistleblowing concerns should be raised internally with the Whistleblowing Officer, Nicky England, or the designated Whistleblowing Proprietor (Jeff Jenner).

If an individual feels unable to raise their concerns internally, or feels that their concerns are not being addressed, they must utilise external whistleblowing channels immediately:

External	Whistleblowing	Contacts:
NSPCC	Whistleblowing Advice Line: Tel: 0800 028 0285	Email: help@nspcc.org.uk
Whistleblowing for Employees Portal: www.gov.uk/whistleblowing		

11. Safeguarding Roles and Responsibilities

Designated Safeguarding Lead (DSL): Takes lead responsibility for learner protection and safeguarding, online safety, filtering and monitoring, promoting educational outcomes for learners with a social worker, managing statutory referrals.

Jane Kendall is our named DSL at Magdalen Court

Kerry Towers is our named DSL at Cardrew Court

Our DSL/DDSL(s) have received appropriate training to provide them with an understanding of their role and the knowledge and skills to carry out their duties. The DSL and deputies are trained to the same level (Level 3) to allow for strong internal strategic challenge and discussion. The training they receive supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with [Working together to safeguard children 2026: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67221/Working_together_to_safeguard_children_2026_statutory_guidance.pdf)

Proprietors: Hold strategic leadership responsibility. They ensure the school's safeguarding arrangements are effective and compliant with statutory requirements. They ensure all governors receive appropriate safeguarding and online training at induction and regular updates. Jeff Jenner serves as our Safeguarding Proprietor.

Child Protection and Safeguarding Policy

12. Safer Recruitment and the Single Central Record (SCR)

Removal of the 'Supervision Exemption' for Regular Volunteers: In accordance with changes introduced by the Crime and Policing Act 2026, the 'supervision exemption' has been removed from the legal definition of regulated activity. Any volunteer who teaches, trains, instructs, or supervises learners frequently (defined as more than 3 days in a 30-day period) or overnight is legally engaged in regulated activity. The school must obtain an Enhanced DBS check with children's barred list information for all such volunteers, regardless of whether they are supervised. Standing risk assessments must be recorded for any other volunteers.

Single Central Record (SCR): The school maintains a current, centralised, and compliant register of pre-appointment checks. This register covers all salaried staff, salaried teacher trainees, agency supply staff, trustees, governors, and regular volunteers. It records verification dates for identity, Enhanced DBS check (with barred list checks for regulated activity), standalone barred list check, teaching prohibition orders, Section 128 directions for management roles, qualifications, right to work in the UK, and overseas checks. The SCR is reviewed termly by the Headteacher and Safeguarding Governor.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of our learners. Relevant staff have undertaken appropriate training in Safer Recruitment and at least one trained safer recruitment member of staff is involved in all staff and volunteer recruitment processes and sits on the recruitment panel.

13. Attendance at Child Protection Conferences

If a learner is the subject of a Child Protection Conference or a multi-agency review, the school will participate fully. The DSL or a Deputy DSL will attend the conference in person, representing the school, presenting a written report shared with parents beforehand, and contributing to the multi-agency risk assessment using the Signs of Safety model.

14. Safeguarding Training Assurance

All staff undergo comprehensive safeguarding and online safety training at induction, with certified updates and briefings delivered at least annually. Safeguarding is a standing agenda item on all weekly staff meetings and termly governing body meetings.

The DSL and Deputy DSLs undergo specialized, multi-agency Level 3 safeguarding training, with full certified updates every two years and annual refresher training. At least one member of every recruitment panel must have completed accredited safer recruitment training, which is updated every three years. The school maintains structured records of training completion for audit and quality assurance.

15. Extended School and Off-Site Arrangements

All extended services, extracurricular activities, and off-site/educational visits are subject to rigorous health, safety, and safeguarding risk assessments. Where third-party organisations utilise school premises for community or extracurricular activities, the governing body will formally verify that they have compliant safeguarding and safer recruitment policies in place, incorporating these requirements as a non-negotiable condition of their lease or hire agreement.

Child Protection and Safeguarding Policy

16. Photography and Images

Staff are strictly prohibited from using personal cameras, smartphones, or personal smart devices to record or photograph learners. Parental consent must be obtained before taking learner photographs for school publications, marketing, or website purposes, and staff must actively challenge any unauthorised photography.

17. Supporting Staff

We recognise that safeguarding and learner protection work is highly stressful and emotionally demanding. The school provides comprehensive welfare support, including access to senior leadership, occupational health, and independent counseling services. Staff can also access support through external helplines:

GP support, Samaritans (Tel: 116 123), or NSPCC Helpline (Tel: 0808 800 5000).

18. Adult Safeguarding

Court Schools are committed to protecting the welfare and safety of adults at risk of abuse or neglect under Section 42 of the Care Act 2014. We recognise that learners aged 16 and over are presumed to have capacity, and we adhere strictly to the principles of the Mental Capacity Act 2005. Safeguarding concerns regarding any adult must be reported to the DSL, who will liaise with adult social care

Devon Safeguarding Adults Partnership Team (Tel: 0345 1551007 | Email: safeguardingadultsboardsecure-mailbox@devon.gov.uk).

[Safeguarding adults - Cornwall Council](#)

Child Protection and Safeguarding Policy

Appendices

Appendix A: Signs and Indicators of Abuse

Detailed list of physical, behavioral, and emotional warning signs of abuse, neglect, and exploitation, as set out in Part 1 and Annex A of KCSIE 2026. This forms the basis of all staff safeguarding training.

Appendix B: Managing a Disclosure of Abuse

Step-by-step guidance for staff when a learner discloses abuse: Listen calmly, do not interrogate or ask leading questions (use Open questions: Tell, Explain, Describe - TED), reassure the learner that they are being taken seriously, never promise secrets, and report immediately to the DSL.

Appendix C: Managing Allegations and Low-Level Concerns

Detailed flowcharts and procedural guidelines for handling allegations that meet the harm threshold, consulting with the LADO within 24 hours, and sharing/recording low-level concerns with the Headteacher.

Appendix D: Key Roles and Job Descriptions

Formal job description, skills, and statutory areas of responsibility for the Designated Safeguarding Lead (DSL) and Deputy DSLs in accordance with KCSIE 2026 Annex B.

Appendix E: Key messages from Serious Case Reviews (SCR)

Appendix F: Safeguarding referral forms

Checklist of recording actions/ outcomes

Appendix G Safeguarding flow chart.

Child Protection and Safeguarding Policy

Appendix A: 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 learner 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 learners will collect cuts and bruises and injuries, and these should always be interpreted in the context of the learner'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 learners, 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.

Child Protection and Safeguarding Policy

- 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 impossible to recognize 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 learners 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 learner 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 learners.
- 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, learners 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 learners not being allowed to mix or play with other learners.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic/anxious behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.

Child Protection and Safeguarding Policy

- 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 learners and understanding the indicators of behaviour in older learners which may be underlining of such abuse.

All Staff and Governors should be aware that adults, who may be men, women or other learners, who use learners to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the learner's behaviour. In all cases, learners 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.

Child Protection and Safeguarding Policy

- Saying they have secrets they cannot tell anyone about
- Acting in a sexually explicit way towards adults.

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

Child Sexual Exploitation (CSE)

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 learner's age and stage of development. As they get older this may be more difficult to identify. However, abuse indicators may include:

- Learners talking about having lots of 'friends' online whom when asked they do not know personally
- Disengagement from education
- Associate with other learners involved in exploitation
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Learners who suffer from sexually transmitted disease or are pregnant
- Decline 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
- Learners 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

Child Protection and Safeguarding Policy

- 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

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

Learners who may not be ready to disclose

All staff should be aware that learners may not feel ready to 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

Child Protection and Safeguarding Policy

misguided feelings guilt, humiliated or 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 B: Managing a Disclosure of Abuse

It is extremely important that if a learner 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 learner or young person discloses abuse, or

- You suspect a learner may have been abused, or
- You witness an abusive situation involving another professional.

You RECORD AND REPORT:

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

Child Protection and Safeguarding Policy

Types of Questions you can ask: TED

Can you **tell** me? Can you **explain**? Can you **describe**?

Remember you are only clarifying the information provided by the learner

Then report to your DSL or DDSL immediately. **If they are not available, contact Devon (MASH) or Cornwall (MASSH).**

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 The Front Door (MASH) (MASSH)
- Speak to the parents until you have had a conversation with your DSL/The Front Door (MASH) (MASSH)
- Ask the learner to repeat the information to anyone including the DSL/DDSL
- Promise to keep it a secret.

APPENDIX C: Procedures if an allegation is made against a school staff member (including supply staff, volunteers and governors). Refer to the Managing Allegations against staff policy.

Please refer to KCSIE 2026 Part 4 for all details.

Never let allegations by a learner or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect learners but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

Child Protection and Safeguarding Policy

If the allegation concerns the head teacher, then the CEO or the Safeguarding Proprietor should be informed immediately.

In KCSIE 2026 Part Four refers to two sections covering the two levels of allegations/concern. 1. Allegations that meet the harm threshold and 2. Allegations/concerns that do not meet the harm threshold and are referred to as low level concerns. These will still be recorded internally but not passed on if the member of staff leaves the school.

In any situation where the head teacher, CEO or Proprietor is unclear or the allegation is of a potentially serious nature then there must be a discussion with the Local Authority Designated Officer (LADO) If they feel a referral should be made then they will advise you to complete the appropriate referral form. Please follow the link to:

Report a learner safety concern -

Devon [Children and Families Partnership \(dcfp.org.uk\)](https://www.dcfp.org.uk)

Cornwall [Multi Agency Support and Safeguarding Hub Request](#)

Appendix D: Key Roles and Responsibilities (see roles and responsibilities at the back of this document):

Designated Safeguarding Lead (DSL):

The school follows the guidance within Annex B: KCSIE which 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

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

Safeguarding is discussed at the Senior Leadership Team meeting with detailed chronologies submitted to Trustees/LGB each term (including attendance analysis). All records are kept centrally/electronically to be available /accessed by the designated safeguarding staff.

Child Protection and Safeguarding Policy

Proprietors/Governing Body:

To ensure effectiveness governance of safeguarding and meet the requirements of Part 2 of KCSIE (September 2026) our Proprietors and Governing Body will ensure:

- Take leadership responsibility for the school's Safeguarding and Learner Protection arrangements; this includes assisting the DSL with the S175/157 safeguarding self- assessment on an annual basis
- Are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Devon & Cornwall
- Have a nominated link Governor for Learner Protection and Safeguarding in each of our schools 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'.
- That as Proprietors/Governing Body, we have an overview of learners who are at risk of being excluded and EHE (no identifying details).
- Ensure Safeguarding Governors do not act in the role of DSL or DDSL. No member of the governing body will be given confidential information about any learner 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 learners for our governor meetings and briefings will be anonymised.
- Arrange with the designated safeguarding governor visits to the school regularly to review safeguarding within the school and includes within visits regular discussions with learners; this will include monitoring of the SCR
- The number of DDSL's needs will be sufficient in number depending upon the size and demands of the school.
- Know 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.
- Make arrangements for 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.
- Have a nominated link Governor for CIC/PLAC (Children in Care/Previously Looked After Children) and SEND alongside other nominated leads in the school on these issues;
- Have an appointed teacher who is responsible for Children in Care (CiC) 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 provided by the LA (Virtual school).
- Include safeguarding as an agenda item at every full governing body meeting and staff meetings and all meetings are recorded accurately
- Have 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.

Child Protection and Safeguarding Policy

- Identify a whistle blowing governor and this information is published on the school website.
- Provide effective induction; that all Staff, (including volunteers and frequent visitors) who will be working in the school are given a mandatory 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 Learner's Safety or welfare, and knowledge about the school's policies and procedures.
- Arrange for all staff to have regular reviews of their own practice to ensure ongoing personal/professional development.
- Provide appropriate training; that all Staff receive the appropriate training which is regularly updated

Safeguarding briefings and updates are given to all staff including governors a minimum of yearly.

- Ensure that learners are taught about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum including PSHE/Relationships.
- Have in place an online Policy equipped to deal with a widening range of issues associated with technology.
- Our Schools make the link between mental health and safeguarding
- Understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- Notify Children's Social Care if there is an unexplained absence of a learner who is the subject of a Child

Protection Plan following all protocols outlined within our Attendance Policy.

- Notify Children's Social Care if it is thought or known that a learner or young person may be privately Fostered.
- Make sure that the Child Protection/Safeguarding Policy is available to parents and carers displaying on the school's website.
- Review all relevant safeguarding policies on a regular basis (safeguarding policy will 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 E: Key Messages from Serious Case Reviews (SCR)

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future. Some of the key messages which from a school perspective we need to be aware of, they include:

- You can never age bruising

Child Protection and Safeguarding Policy

- Ensure you observe learners as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one learner, always consider the siblings

Learners at greater risk include

- Where Interpreters/culture/communication/travellers/language/religion were involved
- Parents with a mental health problem/ learning disability/ stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Learners with chronic illness/serious health conditions
- Unsupported and socially isolated parents

Risk may be reduced by

- Good information gathering, sharing and recording within schools as well as with other agencies.
- Assessing the complete circumstances of the learner and family, including their history.
- Critically analysing all information
- Ensuring the needs of the learner are paramount above those of the parents
- Appropriate representation at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable learner's and young people
- Staff to observe safer working practices

Appendix F: Safeguarding referral/concern form – checklist of recording actions/ outcomes

This form is to be used if any member of staff is not able to access CPOMS; the form must be handed to the DSL/DDSL with immediate effect. **SAFEGUARDING - REFERRAL/CONCERN REPORT FORM**

To be completed by ALL workers logging a Concern/Disclosure about a Learner's Safety and Welfare

IF REQUIRED PLEASE ENSURE YOU SEEK GUIDANCE FROM ONE OF THE SAFEGUARDING OFFICERS OF THE SCHOOL WHEN FILLING OUT THIS CONCERN REPORT

Child Protection and Safeguarding Policy

Learner's Name:

Date of Birth:

Date (include year):

Time:

Printed name:

Signature:

Position/role:

Note the reason(s) for recording the incident/concern:

Record the following factually:

Who?

What?

Where?

When?

Offer an opinion where relevant (how and why might this have happened?) Please ensure that you substantiate your opinion:

Note action taken, including names of anyone to whom your information was passed:

CHECKLIST FOR RECORDING ACTIONS AND OUTCOMES

For DESIGNATED SAFEGUARDING LEAD: A Checklist for Recording ACTIONS and OUTCOMES following Learner Protection Concerns/Disclosures from staff

Date (include year) and time of incident:

Name and address of children and DOB

NAMES:

DOB:

Factual account of the incident or information, attached on separate sheet. (Who? What? Where? When?)

YES:

NO:

Your name (PRINTED):

Names and job titles of any other staff involved:

With whom has the information been shared?

What action has been taken, and by whom?

Outcomes:

Your signature:

Child Protection and Safeguarding Policy

Date and time of log:

Where is the information to be filed? Any cross-references?

Have you updated the safeguarding chronology (management platform), please date entry:

Child Protection and Safeguarding Policy

Appendix G: Safeguarding flow chart

You are concerned about the safety or well-being of a pupil/student

CPOMS – Record a log of the incident; if there is an immediate risk of harm this should be completed immediately, if not, as soon as possible and certainly by the end of the school day. Ensure the log contains factual information and avoids narrative or assumption. It is good practice to verbally inform the DSL of the log entry where possible. Check back to see if the log is marked as 'read'. If CPOMS is unavailable, report your concerns verbally or on a proforma to the DSL.



