Special Partnership Trust

SAFEGUARDING AND CHILD PROTECTION POLICY

Date Reviewed: September 2026

Date due for review: September 2027
or sooner following statutory or local safeguarding change

Applies to: All SPT schools, ARBs, staff, trustees, local governors, volunteers, agency staff, contractors and visitors

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Document hierarchy

This Trust framework sets minimum requirements. **Each school must maintain a school-specific safeguarding and child protection policy, local procedures and current contacts**. Where this policy and statutory guidance conflict, the current statutory guidance takes precedence. Schools must be aware of and document local contextual risk such as county lines, coastal exploitation, online harms trends.

All staff, volunteers, trustees and governors will read Part One of Keeping Children Safe in Education in full and confirm understanding.

Document control and use

Field	Requirement
Version	Draft 1.0 - full rewrite in context of KCSIE 2026 – 27
Policy level	Trust framework

Field	Requirement
School documents	**Each school must publish and implement its own detailed policy and local procedures**
Current guidance	KCSIE 2025 applies until 31 August 2026. KCSIE 2026 takes effect on 1 September 2026.
Control of appendices	Contacts and local pathways may be updated under delegated authority without reopening the full policy, provided changes are formally recorded.
Accessibility	Alternative formats and communication support will be provided on request.

1. Purpose, status and scope

The Special Partnership Trust is committed to safeguarding and promoting the welfare of every child. Safeguarding and promoting the welfare of children is everyone's responsibility. All decisions and actions must be child-centred, timely, proportionate and informed by the child's wishes and feelings, while recognising that action may be required even where a child does not make a direct disclosure. The Trust places great emphasis on safeguarding culture and prevention - ensuring a clear awareness across all aspects of the Trust work around "It could happen here." School based policies reflect this position.
This policy establishes the Trust's mandatory safeguarding framework. It defines governance, accountability, minimum standards, oversight and assurance across all Trust schools and ARBs. **It does not replace each school's detailed safeguarding and child protection policy, local authority procedures or professional judgement**. Each school must ensure that **all staff read Part One of Keeping Children Safe in Education in full.**
All schools in the Special Partnership Trust are Special schools working with pupils with a range of SEND and complex needs. Its is essential that pupil context and need is at the centre of all Safeguarding decisions and actions – and that the additional vulnerabilities of this cohort are recognized.

Immediate action

If any person believes a child is in immediate danger or at risk of significant harm, they must take immediate action. Call 999 where emergency police or medical assistance is required and contact local authority children's social care. Do not delay action while waiting for a DSL.

1.1 Scope

- All children and young people under 18 educated by or participating in activities provided by the Trust.
- Young people aged 18 or over where adult safeguarding duties apply, addressed through the Trust adult safeguarding arrangements.
- All staff, including leaders, temporary and agency staff, trustees, local governors, volunteers, trainees, contractors and visitors.
- All Trust activity, including off-site provision, alternative provision, transport, work experience, residential activity, extended services and online activity.

1.2 Relationship with school policies

Each school must adopt a school-specific policy that reflects its context, cohort, communication needs, site arrangements, local safeguarding partnership procedures, referral routes and named safeguarding personnel. The school policy must meet or exceed this Trust framework and must be reviewed at least annually.

2. Legal and statutory framework

The Trust and its schools will have regard to current statutory guidance and comply with applicable legislation. In preparing this draft for 1 September 2026, the final text has been be checked against the published KCSIE 2026 version and local safeguarding partnership procedures.

- Keeping Children Safe in Education, current edition
- Working Together to Safeguard Children, current edition
- Education Act 2002, including sections 157 and 175 as applicable
- Children Acts 1989 and 2004
- Counter-Terrorism and Security Act 2015 and the Prevent duty guidance
- Domestic Abuse Act 2021
- Data Protection Act 2018 and UK GDPR
- Equality Act 2010
- Human Rights Act 1998
- Children and Social Work Act 2017
- Care Act 2014 for adult safeguarding
- Mental Capacity Act 2005 where relevant
- Local multi-agency safeguarding arrangements and thresholds for Cornwall, Devon and Torbay

Official Keeping Children Safe in Education publication page

3. Safeguarding principles

- The welfare of the child is paramount.
- Maintain an attitude of “it could happen here”.
- Act immediately on concerns and never require proof before reporting.
- Listen to children and take account of their wishes, feelings, **communication methods** and lived experience.
- Recognise that children may not feel ready or know how to tell someone they are being harmed. This can include pupils who are non verbal.
- Use professional curiosity and respectful challenge.
- Provide early help as soon as needs emerge and escalate promptly where risk increases.
- Share information lawfully, proportionately and in a timely way.
- Recognise that abuse, neglect and exploitation may occur inside or outside the home, in the community and online.
- Adopt zero tolerance of child-on-child abuse, sexual violence, sexual harassment, racism, misogyny, homophobia and other harmful or discriminatory behaviour.
- Recognise the additional barriers experienced by children with SEND and communication needs.
- Work effectively with safeguarding partners and other agencies.

4. Roles, governance and accountability

4.1 Board of Trustees

- Ensure appropriate safeguarding and child protection policies, procedures and systems are in place and effective across the Trust.
- Ensure safeguarding is considered in strategic decision-making, risk management, estates, digital strategy, staffing, curriculum and commissioning.
- Appoint a safeguarding trustee and retain collective accountability.
- Ensure all trustees receive appropriate safeguarding and child protection training at induction and regularly thereafter.
- Receive and scrutinize termly safeguarding as part of the KPI and school action plans. Receive an annual safeguarding assurance statement.
- Ensure appropriate policies and processes for allegations, low-level concerns, whistleblowing, safer recruitment, online safety, filtering and monitoring.
- Ensure arrangements are in place for children who are educated off-site or in alternative provision.
- Seek assurance that school-level safeguarding arrangements comply with Trust and statutory requirements.

4.2 Chief Executive Officer (TRUST DSL)

- Provide executive leadership for safeguarding across the Trust.
- Ensure sufficient resources, capacity and professional support for safeguarding.
- Ensure serious or systemic safeguarding concerns are reported to trustees and relevant authorities.
- Ensure Trust-wide learning from reviews, incidents, complaints, allegations and audits is implemented.

4.3 Trust Safeguarding Lead - Guy Chappell – DSL Ruth Zimmerman DSL

- Set and review Trust safeguarding standards and guidance.
- Provide professional support, challenge and escalation to school DSLs.
- Coordinate auditing, thematic review and Trust-wide safeguarding development.
- Collate and analyse anonymised safeguarding information to identify themes, disparities, emerging risks and improvement priorities.
- Coordinate Trust learning relating to exploitation, harmful sexual behaviour, attendance, online safety and other cross-Trust risks.
- Maintain oversight of the controlled appendices and ensure updates are communicated.

4.4 Headteacher and school local governing body

- Ensure the school policy and local procedures are current, published, understood and implemented.
- Appoint a suitably senior DSL and sufficient trained deputies.
- Ensure DSL availability during school hours and suitable cover for out-of-hours or out-of-term activity.

- Ensure safeguarding arrangements are reviewed at least annually and monitored throughout the year.
- Provide the Trust with required assurance, data and evidence.
- Ensure the safeguarding governor provides appropriate challenge without undertaking the operational DSL role.

4.5 Designated Safeguarding Lead (school)
The DSL has lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring. The role must be explicit in the post-holder's job description and reflect the current KCSIE DSL annex. Deputies must be trained to the same standard and may undertake delegated activity, but the lead responsibility remains with the DSL.

5. School-level safeguarding arrangements

Each school must maintain the following current, accessible and quality-assured local information within in their school based policy. . School details are not embedded repeatedly throughout the Trust policy – but can be easily located in the Appendices.

Controlled appendix / school document	Comment
Appendix A: school contacts	DSL, deputies, headteacher, Prevent lead, designated teacher, safeguarding governor, whistleblowing contact and school office details.
Appendix B: local authority contacts	Current Cornwall, Devon or Torbay social care, early help, LADO, emergency duty, Prevent and escalation contacts.
Appendix C: referral pathway	The school process for immediate action, recording, DSL response, early help, child protection referral, follow-up and escalation.
Appendix D: Child Exploitation Risk and Response Framework.	Overview of possible assessment questions and follow up actions.
Appendix E. Allegations and Low level concerns	Overview of who to refer concerns to related to specific roles within the Trust.
Appendix F. Minimum Training Matrix	Overview of training requirements
Appendix G . School Safeguarding Assurance checklist	Checklist – supportive
Appendix H . DSL profile	Key points to consider
Appendix I - CP File transfer requirements.	Key points schools must include in process
School policy	Context, cohort, site, communication, curriculum, local risks, arrangements, reporting routes and publication details.

Controlled appendix / school document	Comment
School staff briefing	One-page quick reference explaining who to contact, how to record and how anyone can refer.
School safeguarding risk assessment	Local risks including off-site provision, online safety, transport, intimate care, attendance and emergency arrangements.

6. Responding to concerns and referrals

6.1 Required response

1. Recognise a concern, disclosure, allegation, change, pattern, injury, absence, online incident or information that may indicate risk.
2. Respond calmly, listen, do not promise confidentiality and do not investigate. Use open prompts only where needed to clarify immediate facts.
3. Act immediately. Inform the DSL or deputy and record the concern in the school safeguarding system without delay.
4. Where the DSL or deputy is unavailable, or where delay could place a child at risk, any member of staff may contact children's social care or the police directly.
5. Record the child's words as accurately as possible, distinguish fact from opinion, identify actions, decisions and rationale, and record time, date and people involved.
6. The DSL determines next steps, which may include monitoring with a clear review point, early help, consultation, statutory referral, police contact, medical attention or escalation.
7. The person raising the concern should receive appropriate feedback that the concern has been acted upon. If they remain concerned, they must escalate.

6.2 Early help and statutory referral

Universal services, community based early help and Family Help interventions should be considered when needs emerge and coordinated support may prevent difficulties escalating. Consent should normally be sought for early help. Consent is not required to share information or make a safeguarding referral where seeking consent could place the child at further risk, cause unjustified delay, prejudice an investigation or where another lawful basis applies.

6.3 Professional disagreement and escalation

Staff and leaders must challenge respectfully when they believe a child is not receiving an appropriate response. Each school must follow the relevant local safeguarding partnership escalation or resolution process, record the challenge and continue to act until the child's safety is addressed.

6.4 Parents and carers

Parents and carers should ordinarily be informed and involved. Advice must be sought before doing so when this may increase risk, place a child or another person

in danger, lead to evidence being lost, compromise an investigation or be contrary to the child's welfare.

Referral appendix

The operational flowchart and specialist routes are set out in Appendix C. Current telephone numbers and email addresses must be taken from Appendix B and checked against the relevant local authority source. Individual School policy should also include specific contacts.

7. Specific safeguarding issues

School policies and training must address the safeguarding issues identified in current KCSIE and local procedures. The following Trust requirements apply across all schools.

Child-on-child abuse

All reports are taken seriously. The response must protect and support the child who may have been harmed, address the behaviour and needs of the child alleged to have caused harm, consider wider peer and contextual risk, and avoid victim-blaming.

Child to Parent Abuse.

Schools should recognise that children may also direct abusive behaviour towards parents, carers or family members. Such behaviours may indicate unmet need, trauma. SEND related vulnerabilities or wider safeguarding concerns and should be assessed through safeguarding processes.

Sexual violence and sexual harassment

Schools must follow current KCSIE Part Five. Risk and needs assessments must be proportionate, recorded and regularly reviewed. Support must protect access to education and avoid creating additional barriers for the child who has reported harm.

Domestic abuse

Children who see, hear or experience the effects of domestic abuse are victims in their own right. Schools must maintain current Operation Encompass or equivalent arrangements where locally available and respond to notifications safely.

Honour-based abuse, FGM and forced marriage

Concerns must be treated as safeguarding concerns. Teachers must understand the specific mandatory reporting duty for known cases of FGM in girls under 18 and the need to follow wider safeguarding procedures.

Violence against Women and Girls

Schools must actively challenge misogyny , harmful gender stereotypes, sexual harassment and behaviours associated with violence against women and girls.

Prevent and radicalisation
Concerns are safeguarding concerns. Staff must report them to the DSL or Prevent lead, who will consider consultation and referral, including Channel where appropriate.

Attendance and children missing education
Unexplained, persistent or repeated absence, missing episodes and absence during the school day may indicate abuse, neglect or exploitation. Schools must integrate safeguarding and attendance responses.

Elective home education
Where a parent indicates an intention to home educate, the school must follow current statutory and local procedures, share relevant safeguarding information and work with the local authority. Safeguarding concerns must be referred without delay. The LA Statutory SEN Team must be informed.

Alternative provision
The commissioning school remains responsible for safeguarding and educational oversight. Due diligence, attendance monitoring, regular review, site information, staff changes and any subcontracting arrangements must be known and checked.

Private fostering
Potential private fostering arrangements must be shared with the local authority in accordance with local procedures.

Mental health
Mental health concerns may be an indicator of abuse, neglect or exploitation. If staff believe a concern is also a safeguarding concern, they must act through safeguarding procedures immediately.

Young carers, homelessness and parental offending
Schools must recognise increased vulnerability and consider early help and safeguarding action.

Modern slavery and trafficking
Children cannot consent to exploitation. Concerns require immediate safeguarding action and consideration of police and specialist referral routes.

8. Child exploitation framework

Child exploitation is an umbrella term used in this policy for child criminal exploitation and child sexual exploitation, including circumstances in which both overlap. It may be perpetrated by individuals, peers, groups, organised networks or family members and may occur online, offline or across both environments.

8.1 Trust expectations

- Treat exploited children as children in need of protection, including when they appear to have consented, benefited or committed offences.
- Recognise indicators in context, including missing episodes, attendance changes, unexplained money or gifts, injuries, changes in relationships, association with older individuals or groups, online contact, transport patterns, debt, threats, weapons and emotional or behavioural change.
- Consider whether siblings, peers and other children are at risk.
- Share intelligence and concerns through lawful local safeguarding routes.

- Undertake a recorded risk assessment and safety plan where exploitation is suspected or known.
- Coordinate education, social care, police, health and other relevant agency responses.
- Review risk after missing episodes, exclusions, transitions, placement changes and online incidents.
- Escalate professional disagreement and use disruption opportunities where appropriate.
- Provide accessible, developmentally appropriate prevention education and support for children with SEND.

8.2 Child criminal exploitation and county lines

CCE (Child Criminal Exploitation) may include coercion or manipulation into criminal activity such as moving or storing drugs or money, theft, violence, holding weapons or other offending. Children may be trapped through threats, debt, status, gifts, relationships or fear. Offending behaviour must not obscure the possibility that the child is being exploited.

8.3 Child sexual exploitation

CSE is a form of child sexual abuse involving an imbalance of power and may involve exchange, coercion, manipulation or deception. It can occur without physical contact and through technology. A child may not recognise the relationship or activity as exploitative.

8.4 Online-enabled exploitation

Schools must recognise grooming, coercion, image-based abuse, sextortion, manipulation through gaming or social platforms, location sharing, financial exploitation and the rapid movement between online and offline harm. Online incidents must be considered as safeguarding incidents, not solely behaviour or technology matters.

8.5 Missing episodes and return information

Repeated or unexplained missing episodes must trigger consideration of exploitation. Schools must share relevant information, contribute to risk planning and use information from return conversations or partner agencies to adapt education and safety support.

9. Online safety, filtering and monitoring

Online safety is integral to safeguarding and must be addressed through policy, curriculum, staff practice, technical controls, incident response and governance. The Trust adopts a whole-school approach covering content, contact, conduct and commerce risks.

9.1 Governance and assurance

- The Board ensures appropriate filtering and monitoring systems are in place, regularly reviewed and informed by the DfE filtering and monitoring standards.
- The DSL takes lead safeguarding responsibility for online safety and understands filtering and monitoring, while technical implementation may be delegated to appropriately skilled staff or providers.

- The headteacher and governing body ensure roles, escalation routes and review arrangements are explicit.
- Schools review filtering and monitoring at least annually and following serious incidents, technology change or identified weakness.
- Staff induction and training include their roles in filtering and monitoring and how to report concerns.
- Over-blocking must not unreasonably restrict teaching, learning, support or safeguarding access.
- Trustees receive assurance on system effectiveness, alert handling, incidents, training, risk and improvement actions.

9.2 Generative artificial intelligence

- Use of generative AI must conform to Trust digital, data protection, acceptable use and safeguarding requirements. Trust wide matrix to support risk assessment is in place and developed in partnership with Equinoxx
- New AI products or uses must be risk assessed before deployment, including data use, age appropriateness, content controls, bias, misinformation, manipulation, image generation and circumvention of filtering.
- Staff must not enter identifiable or confidential safeguarding information into unapproved AI services.
- Pupils must receive developmentally appropriate teaching about safe and responsible use, including misinformation, deepfakes, impersonation, grooming and harmful content (including nudification apps and AI generated intimate images)
- Safeguarding incidents involving AI must be recorded, responded to and reviewed in the same way as other online safeguarding incidents.

10. Children with additional vulnerabilities

10.1 Children with SEND and communication needs

Children with SEND may face additional safeguarding barriers, including assumptions that changes or injuries relate to disability, communication barriers, dependence on adults, intimate care, isolation, bullying, reduced access to prevention education and increased online vulnerability. Schools must provide accessible reporting routes, communication support, tailored education and additional pastoral support where appropriate. This is essential as all pupils in the SPT have additional Special Educational Needs.

10.2 Children with a social worker

The DSL must help ensure staff understand the educational and safeguarding impact of adversity for children with a social worker. Schools should maintain high aspirations, support attendance and engagement, share relevant information and work with the child's social worker. Staff awareness must be controlled on a need-to-know basis.

10.3 Children in care, previously in care and kinship care

Schools must ensure the designated teacher and DSL work together, understand legal status and care arrangements, promote educational outcomes and share

information lawfully. The role of the Virtual School Head and current statutory guidance must be reflected in school procedures.

10.4 Children who are lesbian, gay, bisexual or gender questioning

A child's identity is not itself a safeguarding risk. Children may, however, be targeted by peers, adults or online actors. Schools must provide a safe, respectful environment, respond to bullying or abuse, consider individual needs and follow current statutory guidance. Parent involvement must be considered carefully, except where this would create a significant risk of harm.

11. Allegations and concerns about adults

All schools must follow current KCSIE Part Four and the Trust managing allegations and low-level concerns procedure. This applies to staff, supply staff, volunteers, governors, trustees, contractors and adults from organisations using school premises.

11.1 Concern or allegation that may meet the harm threshold

1. Report immediately to the headteacher.
2. If the concern is about the headteacher, report to the Chair of Governors and CEO. If it concerns the CEO, report to the Chair of Trustees.
3. The case manager seeks LADO advice within the required timeframe and before beginning an internal investigation where police or social care involvement may be required.
4. Take immediate steps to safeguard children and preserve fairness and confidentiality.
5. Follow advice regarding parents, suspension, investigation, referral to professional bodies, DBS and future references.

11.2 Low-level concerns

- Share concerns about conduct inconsistent with the staff code of conduct, even where the harm threshold may not be met.
- Record concerns confidentially with context, action, decision and rationale.
- Review patterns involving individuals, teams, settings or organisational culture.
- Take proportionate action, including advice, training, management action or referral where the threshold is met.
- Report anonymised themes and assurance through Trust governance routes.

11.3 Whistleblowing

Staff must be able to raise concerns about safeguarding practice and leadership response without fear of detriment. School and Trust whistleblowing routes, including external routes, must be readily accessible. A failure to act on a safeguarding concern must itself be escalated.

12. Safer recruitment and ongoing suitability

- Trust will ensure that recruitment procedures are reviewed annually to reflect current DBS regulated activity and safer recruitment requirements.
- Comply with current KCSIE Part Three and the Trust safer recruitment policy.
- Ensure at least one suitably trained person is on every selection panel.

- Complete and record all required checks before a person starts regulated activity, subject only to lawful and documented risk-managed exceptions.
- Conduct proportionate online searches for shortlisted candidates and tell candidates this will occur.
- Maintain an accurate Single Central Record and audit it regularly. Headteachers are responsible for ensuring SCR is in place and monitored.
- Obtain written assurance from supply agencies and contractors regarding required checks and identity verification.
- Assess overseas checks where a person has lived or worked outside the UK.
- Ensure appropriate supervision and risk assessment for volunteers and contractors.
- Maintain ongoing suitability through staff conduct expectations, supervision, appraisal, training, low-level concern arrangements and statutory referrals.
- Apply safeguarding checks and oversight to alternative provision and other providers commissioned for pupils.

13. Information sharing, records and transfer

13.1 Information sharing

- Safeguarding information must be shared when necessary to protect a child.
- Information should be necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Consent is not the only lawful basis for sharing safeguarding information.
- Staff must not allow uncertainty about data protection to prevent appropriate safeguarding action.
- The rationale for sharing or not sharing information must be recorded.
- Advice should be obtained from the DSL or data protection lead where needed, without delaying urgent action.

13.2 Recording

- Schools Record concerns, discussions, decisions, actions, outcomes and rationale promptly using CPOMS..
- Use the child's own words where possible and distinguish fact, observation, professional view and third-party information.
- Maintain a clear chronology and link related incidents, attendance, behaviour, medical, online and contextual information where relevant.
- Restrict access to those who need the information and maintain secure audit trails.
- Audit record quality and timeliness through school and Trust assurance arrangements.
- Trust staff must report any Safeguarding concerns to the school DSL who will record on CPOMS. In such cases Trust team member must also report the issue to the Trust DSL/DDSL who will ensure follow up with the school.

13.3 Transfer of child protection files

When a child moves school or college, the DSL must ensure the child protection file is transferred securely, separately from the main pupil file and as soon as possible in accordance with current KCSIE. Receipt must be confirmed. The DSL should consider sharing relevant information in advance where this is required to ensure support is ready when the child arrives. Appendix I provides the transfer record that should inform, school processes. .

14. Training and safeguarding culture

- All staff must receive safeguarding and child protection training at induction and regularly thereafter, with updates as required and at least annually.
- All staff must read the part of KCSIE required by the current edition and confirm understanding.
- Training must include local procedures, reporting, early help, child-on-child abuse, exploitation, online safety, filtering and monitoring, Prevent, attendance, SEND vulnerabilities, allegations, low-level concerns and whistleblowing.
- DSLs and deputies must complete role-specific training updated at least every two years and refresh knowledge and skills at least annually.

- Trustees and governors must receive strategic safeguarding training at induction and regularly thereafter.
- Those involved in recruitment must receive appropriate safer recruitment training.
- Training effectiveness must be evaluated through knowledge checks, safeguarding practice, audits and response to scenarios, not attendance alone.
- Contractors, volunteers, agency staff and visitors must receive proportionate safeguarding information before or on arrival.

15. Quality assurance and reporting

15.1 School assurance

- Annual safeguarding self-evaluation or section 175/157 assurance as applicable.
- School based safeguarding action plans shared on Safeguarding SharePoint as live working documents
- Termly review of safeguarding priorities, cases, themes and vulnerable cohorts.
- Regular audit of safeguarding records and referral quality.
- SCR and safer recruitment audit.
- Filtering and monitoring review and evidence of alert response.
- Training compliance and impact review.
- Attendance, suspension, exclusion, reduced timetable, missing education and alternative provision oversight.
- Review of child-on-child abuse, sexual violence and harassment, exploitation and online incidents.
- Review of allegations, low-level concerns, complaints and whistleblowing themes.
- Pupil voice, including accessible mechanisms for non-speaking pupils and pupils with complex communication needs.
- Action plan with named leads, dates, evidence and governing body scrutiny.

15.2 Trust assurance

The Trust Safeguarding Lead will coordinate a proportionate assurance programme. The Trust will triangulate audit evidence, data, case review, stakeholder voice, visits and governance challenge. The Board will receive termly assurance and an annual statement which identifies strengths, risks, exceptions, actions and impact.

15.3 Serious incidents and learning

The Trust will ensure serious incidents, near misses, safeguarding reviews, complaints, allegations and external findings are considered for organisational learning. Actions will be tracked to completion and evaluated for impact across relevant schools.

16. Policy review and related documents

This policy will be reviewed annually and sooner where statutory guidance, legislation, local procedures, inspection findings or Trust learning require change. Controlled appendices must show an owner, verification date and next check date.

16.1 Related Trust documents

- School safeguarding and child protection policies
- Managing allegations and low-level concerns procedure
- Staff code of conduct
- Whistleblowing policy
- Safer recruitment policy
- Online safety and acceptable use policies
- Digital strategy and AI guidance
- Attendance policy
- Behaviour and relationships policy
- Child-on-child abuse / harmful sexual behaviour procedures
- Supporting pupils with medical conditions and medicines policies
- Intimate care policy
- Alternative provision and commissioning procedures
- Educational visits and off-site activity policy
- Data protection and information sharing policies
- Adult safeguarding policy
- Emergency planning and critical incident policy

Appendix A: School safeguarding contacts

Controlled information

School / ARB	DSL	Deputy DSL(s)	Prevent / exploitation lead	Designated teacher	Safeguarding governor	Whistleblowing contact
Nancealverne						
Curnow						
Pencalenick						
Doubletrees						
Bosvena						
Castlebridge						
Orchard Manor						
Brunel						
Millwater						
Lampard						

Appendix B: Local authority and external contacts

Verification required

Do not copy unverified telephone numbers or email addresses from the previous policy. The Trust Safeguarding Lead must verify each entry against the relevant authority website before approval and record the verification date.

Area	Service	Current contact / referral link	Out of hours
Cornwall	MASSH / children's social care	03001231116 Multiagencyreferralunit@cornwall.gov.uk	03001234101

Area	Service	Current contact / referral link	Out of hours
Cornwall	Early help	01872 324605 **Email:** earlyhelphub@cornwall.gov.uk	
Cornwall	LADO	01872 326536	
Devon	MASH / children's social care	0345 155 1071	0345 600 0388
Devon	Early help	**:** 0800 538 5458 (Mon-Fri 10am-4pm)	
Devon	LADO	01392 384964 Ladosecure-mailbox@devon.gov.uk	
Torbay	MASH / children's social care	01803 208100 mash@torbay.gov.uk	0300 456 4876
Torbay	Early help	0800 328 5974	
Torbay	LADO	01803 208100	
All areas	Police emergency / non-emergency	999 /101	999/ 101
National	NSPCC whistleblowing advice line	0808 800 5000 help@nspcc.org.uk	

Appendix C: Safeguarding referral pathway

1. Immediate danger or urgent medical need

Call 999. Contact children's social care. Inform the DSL as soon as practicable. Record actions and times. Do not wait for a DSL before acting.

Universal pathway

Stage	Required action
1. RECOGNISE	A concern, disclosure, injury, behaviour, absence, online incident, allegation, pattern or information suggests a child may need help or protection.
2. RESPOND	Listen calmly. Reassure the child they have done the right thing. Do not promise secrecy, investigate or ask leading questions.
3. RECORD	Make a factual record immediately in the school safeguarding system. Use the child's own words and identify date, time, context and witnesses.
4. REPORT	Tell the DSL or deputy immediately. If they are unavailable, delay creates risk, or the response is inadequate, contact children's social care or police directly.
5. DECIDE AND REFER	DSL considers immediate safety, early help, social care consultation/referral, police, health, Prevent or other specialist route. Record decision and rationale.
6. FOLLOW UP	Confirm receipt and outcome. Continue support and monitoring. Escalate professional disagreement. Update the chronology and safety plan.

Decision routes

Route	When to use	Key actions
Early help	Needs are emerging and coordinated support may prevent escalation.	Discuss with family unless unsafe; obtain consent as appropriate; coordinate assessment and plan; set review date; escalate if risk increases.
Children's social care referral	There is reasonable cause to suspect significant harm, a statutory assessment may be required or local thresholds are met.	Refer promptly; share relevant information; record advice and reference; confirm outcome; escalate if the response does not address risk.

Route	When to use	Key actions
Police	Crime may have been committed, immediate protection is needed or police advice is required.	Use 999 for emergency or 101/non-emergency route; preserve evidence; follow DSL and police advice.
Existing social worker	The child is open to children's social care.	Contact allocated social worker and DSL immediately; use duty manager/social care route if unavailable; do not assume the concern is already known.
Prevent / Channel	Concern about radicalisation or being drawn into terrorism.	Report to DSL/Prevent lead; seek local Prevent advice; consider referral; record safeguarding support.
Child exploitation	Indicators of CCE, CSE, county lines, missing episodes, grooming or online exploitation.	Immediate safety and contextual risk assessment; social care/police consultation; share intelligence; safety plan; review peers and siblings.
Child-on-child sexual harm	Sexual violence, sexual harassment, harmful sexual behaviour or image-based abuse.	DSL immediately; follow KCSIE Part Five; separate and support safely; risk and needs assessments; social care/police advice where appropriate.
Allegation about adult	Adult may have harmed, posed a risk, committed an offence or may be unsuitable to work with children.	Report to case manager, not the subject; LADO advice; safeguard children; do not investigate before advice where external agencies may be involved.

Information sharing and parental involvement

- Share information that is necessary, proportionate, relevant, accurate, timely and secure.
- Normally involve parents and carers, but seek advice first where this may increase risk, cause delay, compromise evidence or place any person in danger.
- Record the reason for sharing, not sharing, informing or not informing parents.

If you remain concerned

Escalate

Speak again to the DSL or headteacher, make a direct referral, use the local professional resolution process, contact the Trust Safeguarding Lead or use whistleblowing arrangements. Continue until you are satisfied that appropriate action has been taken.

Appendix D: Child exploitation risk and response framework

Domain	Questions for assessment	Possible safety / disruption actions
Child and family	What has changed? What does the child say? What needs or relationships are being exploited? Are siblings at risk?	Accessible trusted adult; immediate safety plan; family support; health response; financial/debt support; social care referral.
Peers and relationships	Who is the child connected to? Are peers also at risk? Is there an older partner or controlling group?	Peer mapping; safe contact plan; coordinated referrals; education planning; challenge victim-blaming.
Places and movement	Where do incidents occur? Are there missing episodes, vehicles, addresses, routes or hotspots?	Share intelligence; transport review; attendance response; safe travel; missing protocol; police disruption.
Online environment	Which platforms, accounts, games, devices, images, payments or location features are involved?	Preserve evidence safely; platform reporting; account/device safety; police advice; online safety plan; filtering review.
Education context	Are absence, exclusion, reduced timetable, AP placement or transition increasing risk?	Maintain education access; daily attendance oversight; AP review; transition plan; named lead; reintegration support.

Appendix E: Allegations and low-level concerns quick guide

Concern	Report to	External advice	Record / oversight
May meet harm threshold	Headteacher immediately	LADO; police/social care as advised	Secure case record; Trust notification under procedure; governing oversight as appropriate.
About headteacher	Chair of Governors and CEO	LADO	Secure case record and Trust oversight.
About CEO	Chair of Trustees	LADO	Secure case record and trustee oversight.
Low-level concern	Headteacher or nominated recipient	LADO advice if threshold unclear	Confidential low-level concern record; pattern review; proportionate action.

Concern	Report to	External advice	Record / oversight
Safeguarding practice failure	Headteacher / Trust route / whistleblowing	External whistleblowing or regulator route as appropriate	Record escalation and outcome.

Appendix F: Minimum training matrix

Role	Minimum induction / core content	Refresh / update	Assurance
All staff	KCSIE required reading; school policy; code of conduct; reporting; online safety; filtering and monitoring; Prevent; child-on-child abuse; exploitation; whistleblowing. All staff, volunteers, trustees and governors will read Part One of Keeping Children Safe in Education in full and confirm understanding.	Regular updates and at least annual safeguarding update.	Confirmation of reading; knowledge check; practice audit.
DSL and deputies	Role-specific multi-agency training; referrals; thresholds; records; exploitation; online safety; allegations; information sharing.	Formal update at least every two years; knowledge refresh at least annually.	Supervision, case audit, network participation, CPD log.
Headteachers	Strategic safeguarding, case manager role, safer recruitment, culture and assurance.	Regular and when guidance changes.	Trust review and governance scrutiny.
Governors / trustees	Strategic safeguarding duties, challenge, online safety, filtering and monitoring, safer recruitment, allegations and assurance.	Regularly, with annual update on changes and local risks.	Training record; minutes; assurance activity.
Recruitment panel	Safer recruitment and current KCSIE Part Three.	As required by Trust procedure and when guidance changes.	Panel record and recruitment audit.
Contractors / volunteers / visitors	Proportionate local safeguarding briefing, conduct, reporting and emergency arrangements.	On change / repeat engagement as appropriate.	Sign-in / briefing record / provider assurance.

Appendix G: School safeguarding assurance checklist

- School policy reviewed, approved, published and aligned to current KCSIE and local procedures.

- Named safeguarding roles and contact information current.
- DSL/deputy availability and cover arrangements tested.
- Staff reading, induction, training and update records complete.
- Referral route and direct-referral understanding tested with staff.
- Safeguarding record audit completed and actions tracked.
- SCR and safer recruitment audit completed.
- Filtering and monitoring review completed, including roles, alerts and action.
- Alternative provision and off-site placements reviewed.
- Attendance, CME, exclusions, reduced timetables and missing episodes reviewed as safeguarding data.
- Child exploitation, child-on-child abuse and online incident themes reviewed.
- Pupil voice includes children with complex communication needs.
- Allegations, low-level concerns and whistleblowing themes reviewed.
- Governing body has scrutinised evidence and tracked actions.
- Trust return submitted and exceptions escalated.

Appendix H: DSL role profile

The school DSL role profile must reproduce or directly align with the DSL responsibilities in the current edition of KCSIE. It must cover lead responsibility, availability, managing referrals, working with others, information sharing and child protection files, raising awareness, training, support to staff, understanding children's views, holding and sharing information, online safety and filtering and monitoring. The full current KCSIE wording should not be manually duplicated where this risks becoming outdated; the role profile should be reviewed each year against the statutory annex.

Appendix I: Child protection file transfer record

Sending school	Receiving school
Child name:	Child name:
Date of birth:	Date of birth:
Receiving setting and DSL contact:	Date received:
Date and method sent:	Received by:
Sent by:	Secure and untampered: Yes / No
Information shared in advance: Yes / No	Follow-up required: Yes / No
Receipt requested on:	Receipt returned on:

Transfer standard

Transfer securely, separately from the main pupil file and as soon as possible in line with current KCSIE. Obtain confirmation of receipt and retain the transfer record. Consider advance sharing where support needs to be in place on arrival.