

POLICY SUMMARY

This series provides clear, concise overviews of key safeguarding policies, designed to make the information accessible and actionable at a glance.

Each summary highlights the key components of the policy. While these summaries are intended as quick-reference guides, they are not a substitute for the full policies.

All staff and stakeholders are expected to read the complete policy documents to ensure full understanding and compliance

Policies covered:

- Child protection and safeguarding
- Supporting children and school with medical needs/ managing medicines
- Mental health and wellbeing
- Online safety
- Child-on-child abuse including anti-bullying
- Attendance
- Code of conduct
- Whistleblowing
- Bereavement
- Designated Teacher
- Intimate Care
- Searching, screening and confiscation policy
- Young Carer Statement .

CHILD PROTECTION AND SAFEGUARDING

Safeguarding statement

- "It could happen here" - always act on concerns
- We have a moral and statutory duty to protect all children
- All staff, volunteers and CELT community champions must follow this policy

Key contacts

- Director of Inclusion: Amy Daniels, adaniels@celtrust.org
- Deputy Trust Safeguarding Leads: Heidi Spurgeon and Abby Macdonald
- MARU: 0300 1231 116
- (01208 251 300 out of hours)
- 999 in an emergency

Have a concern?

- Act immediately - log concerns on CPOMS and alert the safeguarding team.
- If immediate risk, speak to DSL, or MARU/police out of hours
- Never promise confidentiality, you will need to share with DSL
- Record facts, not opinions.

Types of abuse

- Physical - hitting, shaking, poisoning, burning etc
- Emotional - persistent maltreatment affecting emotional development
- Sexual - contact and non-contact, grooming, online exploitation
- Neglect - fail to meet basic needs, supervision or medical care

Specific risks

- CSE
- CCE
- domestic abuse
- radicalisation,
- FGM
- forced marriage
- modern slavery
- county lines
- child-on-child abuse
- serious violence
- online safety



Early Help

- Identify concerns early!
- Work with families/agencies to prevent escalation.
- Contact Early Help Hub
- (01872 322277) with parental consent.



When a child discloses

- Listen, stay calm, reassure
- Use TED questions: Tell, Explain, Describe
- Do not investigate or ask leading questions
- Report to DSL/DDSL immediately



Staff responsibilities

- Remember "it could happen here"
- Attend annual L2 safeguarding training and termly safeguarding CPD
- Know who the DSL/DDSL are and how to contact
- Monitor attendance/behaviour changes as possible indicators
- Report on CPOMS within 24 hours

Information sharing

- Share information lawfully and proportionately to safeguard a child
- Consent is ideal but not required if a child is at risk of harm
- Keep child protection records secure and separate from main learner file



Remember!

- Safeguarding is the golden thread through all school activities
- Small concerns can build the bigger picture – always record
- The full policy contains detailed guidance and must be read alongside this summary

SUPPORTING LEARNERS WITH MEDICAL CONDITIONS

Core principles

- All learners with medical conditions (physical or mental) have the same opportunities as others.
- Participation in trips, visits, and sport is expected, with reasonable adjustments.
- We work in partnership with families, healthcare professionals, and the learner.

Key roles

- SLT Lead: oversee IHCPs, actions, records.
- First Aider: liaise with parents, organise training, keep medicine logs.
- Staff: follow IHCPs, respond, attend training.
- Parents/Carers: share information, supply medications, be contactable.
- Learners: involved in decisions.

IHCPs

- For complex/high-risk needs (e.g., epilepsy, severe allergies, diabetes, severe asthma).
- Agreed by school, parents/carers, learner, and healthcare professionals.
- Include condition, needs, support, medication, and emergency actions.
- Reviewed at least annually or sooner if needs change.

Medicines in schools

- Only when needed & with written consent.
- Prescription medications in original containers/labels.
- Emergency meds (inhalers, adrenaline pens) accessible.
- Record administrations; store controlled drugs securely.
- Return expired/unused medication to parents/carers.



Unacceptable practice

- Denying access to medication when needed.
- Ignoring learner/parent views or medical evidence.
- Penalising attendance for medically related absence.
- Preventing participation because of a medical condition.
- Expecting parents to attend to provide routine support.

Training

- Provided for staff supporting learners with medical needs.
- Led/signed off by healthcare professionals and refreshed as required.
- Staff must be competent and confident before taking responsibility.



Trips and visits

- Learners must have required medication and trained staff on all trips/activities.
- Obtain consent for all medications on residential.
- IHCP considerations are included in risk assessments.



Absence

- For 15+ days' absence (consecutive or cumulative), work with the local authority to ensure education continues.
- Coordinate learning, welfare check-ins, and reintegration planning.



Remember

- Always follow the learner's IHCP and emergency procedures.
- Safeguarding and inclusion underpin every action.
- Small lapses can have big consequences be thorough.
- CELT: Every child with a medical condition must be properly supported to participate fully in school life.



Remember!

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary

MENTAL HEALTH AND WELLBEING POLICY

Core principles

- Mental health affects everyone – impacts learning, behaviour, relationships, and wellbeing.
- A whole-school approach builds resilience, reduces stigma, and supports early intervention.
- Mental health concerns are safeguarding concerns – the DSL must be informed.

Staff responsibilities

- Show empathy & kindness – create compassionate classrooms.
- Spot early signs (withdrawal, behaviour change, self-harm).
- Report to Mental Health Lead/DSL.
- Keep confidentiality, never promise secrecy.
- Follow IHCPs/Safety Plans & support monitoring.

Key roles

- SMHL: coordinate approach, train staff, liaise with CAMHS/partners, report to governors.
- Headteacher: oversee training, policy review, parent engagement.
- DSL: keep records, liaise with services, ensure safeguarding.
- All staff: observe, listen, log on CPOMS, act.

Support structure

- Universal: compassionate classrooms, trauma-informed practice, PSHE, assemblies, tutor time.
- Targeted: pastoral check-ins, wellbeing hubs, ELSA, SEND team, group sessions.
- Specialist: CAMHS referrals, Early Help Hub, external agencies.

Risk levels

- Low: unhelpful thoughts only – monitor and support.
- Medium: thoughts with preparatory actions – seek professional input.
- High: self-harm, suicide attempt, psychosis, severe eating disorder – contact DSL, never leave alone, involve parents (unless unsafe), seek urgent medical help.

When to act

- Self-harm or suicide attempt.
- Threats to self or others.
- Severe mental health deterioration.
- Disclosure of abuse, neglect, or exploitation.



Working with parents/carers

- Involve parents/carers in action and safety plans.
- Provide resources, signposting, and regular progress updates.
- Seek specialist advice if parents/carers are unable or unwilling to engage.



Creating a positive culture

- Develop a “talking school” ethos with an open-door policy.
- Use awareness days, assemblies, and curriculum links to promote wellbeing.
- Recognise and celebrate achievements to boost self-esteem and resilience.



Remember

- Mental health is as important as physical health.
- Safeguarding is everyone's responsibility.
- Always record, report, and refer – small actions can prevent crises.



Remember!

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary

ONLINE SAFETY POLICY

Safeguarding First

- Online safety = safeguarding.
- Children can be harmed online as much as offline.
- Risks include exposure to harmful content, harmful contact, and harmful conduct.
- **New in KCSIE 2025:** disinformation, misinformation, and conspiracy theories are explicitly recognised as risks.
-

Filtering & Monitoring

- Schools must have effective systems to filter harmful content and monitor use.
- All staff must know what systems are in place, how they work, and how to report concerns.
- **KCSIE 2025 update:** filtering/monitoring also applies to **Generative AI** use (DfE product safety guidance).

Education for Learners

- Online safety is part of safeguarding education and PSHE/RSHE. **Includes topics like:** fake news, respectful online behaviour, digital footprint, online relationships, consent and stay safe online
- **Teach learners how to:** recognise risks, report concerns, spot misinformation/disinformation.
- Promote digital resilience and critical thinking.

Staff responsibilities

- Supervise use of devices.
- Model safe online behaviour.
- Report and log online safety concerns on CPOMS.
- Challenge and act on low-level concerns, including staff misuse of tech
- Never use personal devices or accounts to contact pupils.

Mobile phones & Personal devices

- **No personal mobiles for photos/videos** — use school devices only.
- Never use devices in toilets/changing rooms.
- Staff phones silent/out of sight (MFA exception).
- Follow Acceptable Use Policy.
- Confiscation allowed under behaviour/safeguarding rules.
- Prevent bullying, image sharing, and distractions.

Harmful online content & Contact

- Risks include cyberbullying, harmful sexual behaviour, exploitation, grooming, radicalisation, and extremist content.
- **KCSIE 2025 adds:** conspiracy theories, deliberate disinformation, and unintentional misinformation.
- Remind pupils not all online content is reliable.
- Never view/share indecent images of children.

Alternative provisions

- **New emphasis in 2025:**
 - Written confirmation of safeguarding checks from providers.
 - Keep provider addresses, subcontractor/satellite site details.
 - Regularly review placements for safety and suitability. End immediately if unsafe.

Reporting concerns

- Record online safety incidents on CPOMS.
- Inform DSL/Deputy DSL immediately if risk of harm.
- Never view/share indecent images of children — follow UKCIS guidance.
- Do not investigate devices yourself — **report immediately to DSL.**

Support & Curiosity

- Staff should be **curious** — ask why a child is engaging with harmful content or behaving unsafely online.
- Engage parents in online safety awareness.
- Share guidance on home filtering, monitoring, and supporting children.
- Parents must know how to report concerns both to school and externally



Remember!

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary

CHILD-ON-CHILD ABUSE POLICY

Safeguarding principle

- It could happen here — all staff must be vigilant.
- All children have the right to be safe from harm by adults and peers.
- Sexual violence, sexual harassment, and abuse are never acceptable and never “banter.”

What is child-on-child abuse?

- Bullying: repeated harm
- Harmful sexual behaviour: coercion, exploitation, violence/harassment, image sharing.
- Physical: hitting, kicking, biting.
- Emotional: intimidation, blackmail, humiliation.
- Prejudice-based: targeting protected characteristics

Vulnerable groups

- Girls.
- Learners with SEND.
- LGBTQ+ learners.
- Looked-after children.
- Young carers.
- Learners with a protected characteristic.
- Children with experience of domestic abuse.

Signs

- Unexplained injuries or damaged possessions.
- Changes in behaviour, attendance, or schoolwork.
- Withdrawal, anxiety, aggression.
- Fear of certain places or people/ reluctance to attend school.
- Changes in eating or sleeping patterns.

Reporting

- Listen & reassure — never promise confidentiality.
- Record factually (what you saw/heard/told).
- Log:
- CPOMS — sexual/safeguarding/prejudice (alerts DSL).
- Class Charts — low-level behaviour for immediate response.

CPOMS / Class Charts

CPOMS — Full details, investigation & outcomes.

Class Charts — Behaviour point only.

- Child-on-child abuse → “See CPOMS”
- HSB → “See CPOMS”



DSL responsibilities

- Assess risk and needs for all involved.
- Develop safety plans for victim and alleged perpetrator.
- Inform parents (unless this increases risk).
- Refer to MARU and/or police where appropriate.
- Keep both victim and alleged perpetrator safe (may include timetable/class changes).

Support for learners

- Victims: listened to, taken seriously, kept safe, supported.
- Support may include safe spaces, peer monitoring, mediation, external agency involvement.
- Perpetrators: supported as well as sanctioned — behaviour addressed, not ignored.

Culture

- Challenge banter, sexism, racism, homophobia, transphobia.
- Promote respect, inclusion, and empathy through curriculum, assemblies, and tutor time.
- Encourage learner voice and ensure reporting routes are well known.



Remember!

- If in doubt — log it and tell the DSL. Safeguarding is everyone's responsibility.
- Your actions could protect a child from further harm.
- The full policy contains detailed guidance and must be read alongside this summary.



ATTENDANCE POLICY

Safeguarding First

- Attendance is a safeguarding issue — poor patterns may indicate neglect, abuse, exploitation, or mental health concerns.
- Always ask: "Could this be a sign of wider risk?"
- Concerns must be logged on CPOMS and flagged to the DSL/Deputy DSL immediately.

Tiered Support

- Universal: whole-school culture, reminders, relationships.
- Targeted: Collaborative staff team works with family to address barriers.
- Intensive: DSL, SENCO, external agencies coordinate wrap-around support.
- Staff should be curious not punitive — always ask "what is the barrier and how can we reduce it?"

Support & Encouragement

- Focus on removing barriers, not blaming families.
- Use supportive conversations, tutor encouragement, and pastoral check-ins.
- Small adjustments (flexible deadlines, safe spaces, mentoring) can help rebuild routines.
- Celebrate improvements — every % counts.

Registers

- Legal requirement: complete AM and PM registers accurately and on time.
- Use DfE-approved codes only, errors affect safeguarding, data, and legal processes.
- Never leave registers blank; record reasons for absence where known.
- Prompt, accurate registers are critical, they are the first daily safeguarding check.

Authorised vs Unauthorised

- **Authorised:** illness, medical appts, religious observance, exceptional family circumstances (approved by Head).
- **Unauthorised:** absence without valid reason, holidays in term time, lateness after register closes.
- Authorisation can only be given by the **Headteacher (or delegated senior staff)**.

Lateness

- **Late before register closes** = L code.
- **Late after register closes** = U code (counts as unauthorised).
- Repeated lateness = safeguarding concern; record on CPOMS and escalate.
- Staff should challenge persistent lateness and support the learner in finding solutions.

Persistent & Severe absence

- Persistent absence = below 90% attendance → 19 days missed in a year.
- Severe absence = below 50% attendance → 95 days missed (half the year).
- DSL and Attendance Lead must be alerted and strategies put in place.
- Support: family meetings, Early Help, multi-agency work.
- Severe absence usually indicates complex underlying issues.

Staff role

- Attendance is everyone's responsibility.
- Be alert to changes in behaviour, wellbeing, or patterns of absence.
- Log concerns on CPOMS.
- Model the importance of attendance, high expectations and consistent routines help learners feel school matters.
- Be curious about reasons for absence, ask, listen, and explore underlying barriers

Legalities & Penalty Notices

- Parents must ensure attendance (Education Act 1996).
- 10+ unauthorised sessions (5 days) → risk of Penalty Notice.
- Penalty Notice: £80 (per parent/child), rising to £160.
- If unpaid → possible prosecution: up to £2,500 fine / 3 months prison.
- Staff should know the process but prioritise support first.



Remember!

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary

STAFF CODE OF CONDUCT

Safeguarding first

- It could happen here — all staff are responsible for safeguarding.
- Report all concerns (including low-level) to the DSL immediately.
- Always wear CELT ID lanyard.
- Supervise visitors without full checks.

Professional behaviour

- Act in the best interests of learners at all times.
- Maintain clear professional boundaries, no favouritism or inappropriate relationships.
- Never add learners to personal social media.
- Avoid any behaviour (inside or outside work) that could damage trust or suitability.

Relationships and contact

- No social contact with learners/ex-learners or families via personal social media/messaging.
- Communicate with learners only through school systems/equipment.
- Never invite learners to your home (unless formally authorised).

Physical contact and behaviour management

- Physical contact must be appropriate, necessary, and explainable.
- Never use degrading, sarcastic, or humiliating language or actions.
- Always follow the school's behaviour policy for sanctions and interventions.

Confidentiality and data

- Treat all learner and staff information as confidential.
- Follow the Data Protection Policy — only share if properly authorised.
- Report data breaches immediately to the DPO.

Technology and images

- Follow Online Safety and Acceptable Use policies.
- No personal devices for photos/videos — use school equipment only.
- Personal mobiles must be silent/out of sight (except MFA access).
- Never use devices in changing rooms or toilets.

Dress and conduct

- Dress professionally — no revealing, ripped, or offensive clothing.
- Model respectful behaviour at all times, including at work events and in the community.



Gifts, hospitality and law

- Declare gifts/hospitality over £10 to your line manager.
- Never accept bribes or give personal gifts to learners.
- Stay within the law — report immediately if questioned by police, charged, or convicted.

Health, safety and welfare

- Follow Health & Safety Policy and safeguarding procedures.
- Never work under the influence of alcohol or drugs.
- No smoking on school grounds or in the presence of learners.



Remember:

- If in doubt — ask your line manager or DSL before acting.
- Your words, actions, and online presence reflect on you and CELT.
- The full policy contains detailed guidance and must be read alongside this summary.

WHISTLEBLOWING POLICY

Purpose

- Allows staff, volunteers, trustees, contractors, and agency workers to raise serious concerns without fear of victimisation.
- Promotes openness, honesty, and accountability.
- Speaking up early can prevent harm.

What to report

- Concerns in the public interest, such as: criminal activity; breaches of policy/law; health & safety dangers; safeguarding failures; fraud/mismanagement; bribery/corruption; environmental damage; unauthorised disclosure; cover-ups.

Key principles

- Proof is not required — a reasonable belief is enough.
- Concerns will be taken seriously, investigated, and acted on.
- Confidentiality respected as far as possible.
- Anonymous reports accepted (but harder to investigate).
- Protection under the Public Interest Disclosure Act 1998 if acting in good faith.

How to raise a concern

- Headteacher/Service Lead first.
- If about them/unresolved Deputy Trust Lead
- If not possible → Speak to the Whistleblowing Trustee
- If about Deputy Trust Lead/Trust Leader → Chair of Trustees
- If trustees involved → Members
- If needed → escalate externally (MARU, Protect, NSPCC, DfE)

Tips

- Make notes (dates, times, people, what was said/done).
- Provide evidence/witness statements if available.
- You may bring a trade union rep or colleague to meetings.

Do

- Act quickly.
- Keep records.
- Raise with the right person.
- Ask what will happen next.



Don't

- Ignore it.
- Investigate yourself.
- Use whistleblowing for personal grievances.



Support and protection

- No dismissal, discipline, or disadvantage for genuine concerns.
- Retaliation against whistleblowers = disciplinary action.
- Support is available via the Employee Assistance Programme.

Remember

- If you see something wrong — speak up.
- Protecting learners, colleagues, and CELT's integrity is everyone's responsibility.



Remember:

- If in doubt speak up.
- The full policy contains detailed guidance and must be read alongside this summary.

BEREAVEMENT POLICY

Safeguarding reminder

- Bereavement is a safeguarding concern – emotional wellbeing must be monitored.
- All staff share responsibility for supporting learners, students, colleagues, and families.

When bereavement happens

- Inform the Headteacher immediately and CELT Director of Inclusion.
- Confirm details with the family and gain consent before sharing.



Supporting learners

- Inform in small groups, clear & honest (no euphemisms e.g. passed away)
- Acknowledge emotions as normal
- Provide quiet spaces & support (pastoral/external)
- Share info at transitions

Supporting staff

- Expect emotional impact. Support available via EAP, CELT bereavement team, clergy/peer support.
- Staff meetings may be used to share the news and coordinate response.
- Do not speak to the media – refer journalists to the Headteacher.

If a learner or staff member dies

- Liaise with family before wider communication
- Memorials (assemblies, books, plaques, trees) with consent
- Funeral attendance if appropriate
- Maintain contact; invite to commemorations if wished

Communication priorities

- Who to inform: all staff, learners, parents/carers, relevant professionals (e.g. social workers, Ed Psych), previous schools, trustees.
- How to inform: in person where possible, using consistent agreed wording and allowing for questions.

Practical tips

- Keep explanations factual and age-appropriate.
- Provide reassurance about safety/health where relevant.
- Recognise cultural and religious differences in bereavement practices.
- Encourage talking, remembering, and celebrating the life of the person who died.

Contacts for support

- CELT Bereavement Team: Amy Daniels.
- External Support: Penhaligon's Friends, Cruse Bereavement Care, Winston's Wish.



Information sharing

- Share information only with family consent.
- Provide agreed facts only to prevent rumours or misinformation.
- Keep communication consistent, clear, and age-appropriate.
- Respect confidentiality and cultural/religious sensitivities.



Remember:

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary.

DESIGNATED TEACHER POLICY

Purpose

- Champion the needs of CiC, PLAC, children with a social worker, and those in kinship care.
- Ensure equal access to high-quality education, stability, and opportunities.
- Maintain high aspirations and support both academic progress and emotional wellbeing.

Who?

- CiC – Children in the care of the Local Authority.
- PLAC – Previously looked-after children.
- Children with a Social Worker – including those on CP or CIN plans.
- Kinship Care – children living with relatives or friends.

Key responsibilities

- Advocate/contact for CiC/PLAC
- Attend and submit termly PEPs (within 10 days)
- Liaise with carers, social workers, Virtual School
- Manage PP+ to support progress
- Ensure priority admissions/smooth transitions
- Notify Virtual Schools if learner is absent for 6+ days

Supporting learners

- Identify a trusted adult in school for each child.
- Promote access to counselling and safe spaces.
- Adapt approaches for trauma, loss, and emotional needs.
- Encourage participation in extra-curricular and enrichment opportunities.

Admissions

- CiC and PLAC must be given priority admissions.
- Admissions should be swift, smooth, and well supported.
- Transition information must be shared promptly with all relevant staff.



Attendance and behaviour

- Maintain live attendance tracking; notify Virtual School of concerns quickly.
- Avoid suspensions where possible – use proactive behaviour support.
- Inform carers/social workers immediately about absences or exclusions.

Multi-agency working

- Share positive progress and behaviour updates with stakeholders.
- Cooperate with carers, social workers, parents, and the Virtual School.
- Complete all requested data/statistical returns on time.



Safeguarding and risk

- Follow safeguarding procedures if a learner is at risk, missing, or vulnerable to exploitation.
- Put safety plans in place for learners at risk of going missing.
- Always ask: "Would this be good enough for my child?"



Remember

- The Designated Teacher role is vital to ensure vulnerable children feel safe, supported, and able to succeed.
- Every staff member has a part to play in this responsibility.



Remember:

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary.

INTIMATE CARE POLICY

Purpose

- Ensure learners needing toileting, washing, changing, or personal care are treated with dignity, respect, and sensitivity.
- Protect learners and staff by following agreed procedures and care plans.
- Promote independence wherever possible.

When it applies

- For learners needing assistance due to age, disability, medical condition, or developmental delay.
- May include: toileting, menstrual care, catheterisation, stoma care, dressing, or washing.



Staff requirements

- Only DBS-checked staff provide care
- Named staff in care plan give support
- In emergencies without a plan, parents must be informed quickly.
- Staff must receive safeguarding training, specific care training (incl. manual handling if needed)

Care plans

- Required for any learner needing regular intimate care.
- Written with parents/carers, the learner (where appropriate), and healthcare professionals.
- Must include risk assessments for safety and infection control.
- Reviewed annually, or sooner if needs change.

Procedures

- Use designated facilities
- Respect privacy; promote independence
- Small rota of carers only
- Gloves & safe disposal required
- Parents/Carers supply items; return soiled clothes discreetly

Record keeping

- Log date, time, staff present, and any deviations from the care plan.
- Record and report changes in behaviour or appearance.



Safeguarding

- Report concerns about marks, bruises, soreness, or unusual behaviour to the DSL immediately.
- If a learner is accidentally hurt during care, inform the SENDCo and DSL.
- Allegations against staff are handled under safeguarding another adult must take over care immediately.

Parents and carers

- Share all relevant medical/health information and update school on changes.
- Expected to promote independence at home and provide necessary care items.
- Must work with school to agree and maintain the care plan.

Remember

- Protect the child's dignity.
- Follow the agreed care plan.
- Keep clear records.
- Report safeguarding concerns immediately.



Remember:

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary.

SEARCHING, SCREENING AND CONFISCATION

Purpose

- Keep school safe, calm, and conducive to learning.
- Protect the welfare of learners and staff by using powers lawfully, proportionately, and safely.
- Always consider safeguarding first.

Who can search?

- Only Headteacher, SLT member, DSL, or Operational DSL can authorise a search.
- Staff must be trained in safe and lawful searching.
- Must have a member of staff of the same sex as the learner.

Before the search

- Assess urgency and risk to others.
- Seek co-operation — explain:
 - Reason for search.
 - How/where it will happen.
 - Allow time for questions.



Consent

- With consent: staff may search for any item banned under school rules.
- Without consent: staff may only search for prohibited items (weapons, alcohol, illegal drugs, stolen items, e-cigs, fireworks, or items to commit offence/cause harm/damage).
- Consent must come directly from the learner.

During the search

- Private location away from peers
- Same-sex staff + witness present
- Exception: opposite sex/no witness only if urgent & at risk of harm
- Learners to empty their own pockets/bags first
- Only outer clothing may be removed
- Covers all possessions e.g. bag

Strip searches

- Only police can carry out strip searches (under PACE Codes A & B).
- School staff must retain duty of care and advocate for learner wellbeing.
- Consider necessity/impact; inform parents where possible (unless immediate risk).

After the search

- Safeguarding: refer to DSL if the or outcome suggests risk of harm.
- Apply sanctions in line with the Behaviour Policy if prohibited items found.
- Confiscated items: dispose, return, retain, or hand to police — use professional judgement.
- Never view/share indecent images of a child.

Recording and reporting

- Record all searches on CPOMS — even if nothing found.
- Parent/Carer contacted to explain a search was carried out.
- DSL/Deputy DSL use records to assess risk & safeguard
- Log on CPOMS: date/time/location, staff present, reason/search items, outcome, follow-up

Remember

- Always act lawfully, proportionately, and with dignity.
- Safeguarding comes first in every search, screening, and confiscation.



Remember:

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary.

YOUNG CARERS STATEMENT

Who is a young carer?

- A child/young person under 18 who provides care for a family member with:
- Physical or sensory disability.
- Learning disability.
- Mental health problem.
- Chronic illness.
- Substance misuse problem.

Common responsibilities

- Cooking, cleaning, shopping, budgeting.
- Helping with mobility, personal care, medication, dressings.
- Childcare for siblings.
- Providing emotional support.
- Translating/interpreting.
- Managing appointments and prescriptions.

Impact on education

- Young carers may struggle with:
- Attendance and punctuality.
 - Concentration in class.
 - Anxiety, low self-esteem, tiredness.
 - Completing homework or joining extra-curricular activities.
 - Socialising with peers.
 - Engaging parents in school events.

Key staff requirements

- Identify via transitions, admissions, staff observation
- Record on vulnerable list & log on CPOMS
- Share info only on need-to-know basis
- Be flexible with homework, detentions, trips, clubs
- Allow contact home at break/lunch if needed.

Support in school

- Named Young Carer Champion in each school.
- Half-termly group meet-ups & 1:1 check-ins.
- Awareness through PSHE curriculum.
- Provide private space for conversations.
- Support parents with mobility/communication needs.

External support

- Partner with Kernow Young Carers (Barnardo's)
- Referrals may offer: 1:1 support, advocacy, peer groups, respite, family help
- Seek consent before referring (unless safeguarding overrides)



If you identify a young carer

- Speak privately to the learner and/or parent.
- Gain consent to share information.
- Inform the Young Carer Champion or DSL.
- Log on CPOMS & add to the vulnerable list.
- Agree on reasonable adjustments and support.

Recording

- Add identified young carers to the vulnerable learners list.
- Log relevant details and actions on CPOMS.
- Keep entries factual, clear, and up to date.
- Ensure information is passed on at transitions to new classes/schools.



Remember

- Many young carers will not disclose their role.
- Your awareness and sensitivity can make the difference.
- When in doubt log concerns on CPOMS and speak to the DSL or Young Carer Champion.



Remember:

- Safeguarding is the golden thread through all school activities
- The full policy contains detailed guidance and must be read alongside this summary.