



EXETER MATHEMATICS SCHOOL
SERVING CORNWALL, DEVON, DORSET AND SOMERSET

Child Protection and Safeguarding Policy

Staff reviewer:	Scrutinised by link Governor:	Date signed off at Committee:	Date approved at Board:	Next review date:
<i>Joe Rowing</i>	<i>Stuart Vaughan</i>	<i>16.11.16 CSEC</i>	<i>08.12.16</i>	<i>November 2017</i>

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1 Purpose

1.1. This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with the following government publications:

- 'Working Together to Safeguard Children', 2016
- 'What To Do If You Are Worried a Child Is Being Abused', 2006*
- 'Safeguarding Children and Safer recruitment in Education', DfES Guidance, 2007
- Devon Safeguarding Children Board (DSCB) Online Multi Agency Child Protection Procedures
- Section 11 Children Act, 2004
- Safeguarding Vulnerable Groups Act, 2006
- Counter Terrorism and Security Act 2015 (section 26 to 29)
- Prevent duty guidance for England and Wales 2015
- FGM: Multi Agency Practice Guidelines.

1.2. Exeter Mathematics School and the Devon Learning & Development Partnership (LDP) takes seriously its responsibility under section 175 of the Education Act 2002 and section 11 of the Children Act 2004, to safeguard** and promote the welfare of children and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who are suffering harm.

1.3. The School recognises that all staff have a full and active part to play in protecting children, young people and vulnerable adults from harm and that the child's welfare is our paramount concern.

1.4. The aims of this policy are:

1.4.1. To raise awareness of all staff of the need to safeguard children, young people, and vulnerable adults, and of their responsibilities in identifying and reporting possible cases of abuse and/or radicalisation

1.4.2. To contribute to assessments of need and support plans for children, young people, and vulnerable adults thought to be at risk of harm.

1.4.3. To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students.

1.4.4. To develop a structured procedure within Exeter Mathematics School. This procedure will be followed by all members of staff in cases of suspected abuse and/or radicalisation

1.4.5. To develop effective working relationships with all other agencies involved

in safeguarding children.

1.4.6. To ensure that all Exeter Mathematics School staff who have access to children, young people and vulnerable adults, have been checked as to their suitability in accordance with Exeter Mathematics School policy and procedures and the 'Safeguarding Children and Safer recruitment in Education Guidance', 2007.

**Guidance for all staff who come into contact with children (June 2006)*

***Safeguarding is taken to mean, "All agencies working with children, young people and vulnerable adults and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised and where there are concerns about children, young people and vulnerable adult's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies".*

2 Definitions

Prevent: Child Protection and Safeguarding are considered to be general terms, encompassing all aspects within this documents such as Prevent, Domestic violence, FGM etc.

3 Policy

3.1. Exeter Mathematics School procedures for safeguarding children, young people and vulnerable adults will be in line with Local Child Protection procedures and DFE Safeguarding procedures. Note that our students may be covered by any of the agencies in the four counties. Every effort has been made to ensure that our policies are appropriate to all bodies;

MASH (Devon)

MARU (Cornwall)

CRIF (Somerset)

NSSCB (North Somerset)

The Gateway (Plymouth)

TSCB (Torbay)

DSCB (Dorset)

We will ensure that:

3.1.1. The Senior Leadership Team understands and fulfils its safeguarding responsibilities.

3.1.2. The Deputy Headteacher is the Designated Safeguarding Lead (DSL) and has undertaken Group 3 child protection training, as has the School's Headteacher. The Deputy Headteacher is also the lead teacher for CiC and other vulnerable adults.

3.1.3. We work closely with Exeter College's team of staff who form the College's Safeguarding team with specific responsibility for given Faculties.

These team members have undertaken Group 3 Child protection training through the DSCB. This team meets on a regular basis for group supervision.

3.1.4 Prevent. All EMS staff are trained as part of their induction by a home office recognized WRAP provider. Existing staff have also received such training. We recognize the importance of anti-radicalisation and staff are proactive in recognizing the signs in students who are vulnerable to this abuse.

3.1.5 Domestic Violence. The College's DSL has received the 'Against Domestic Violence and Abuse' Level 1 training in domestic violence and will act in an advisory capacity for EMS. This is to ensure that the School fulfils its statutory obligation to consider domestic violence as a major issue in child protection cases.

3.1.7 Child Death. If a student dies whilst at Exeter Mathematics School the DSL and the Manager of the management information system will ensure that all student data is amended immediately. In order that parents/guardians of the child do not receive any inappropriate information from the School. The Pastoral Leader will ensure that all students who are affected by the death are offered pastoral support by either School staff or Exeter College's Pastoral Support Team. The Pastoral Leader will liaise with the appropriate tutor and faculty to ensure that the parents'/guardians' wishes are respected. The DSL will ensure that any serious case review documentation that may be required is completed when and if requested.

3.1.8 Forced Marriage. Everyone in the UK has the right to choose who they marry. Whatever your religion, whatever your family says, however old you are and whatever your sexuality, you have this fundamental right. The law in Britain will help protect you against a forced marriage. No religion in the UK agrees with forced marriage. Families might put pressure on a victim, or even use emotional blackmail, saying that if they do not agree to a forced marriage then they are going against their religion.

3.1.9 Female Genital Mutilation. EMS recognises that all staff need to be vigilant to recognise the signs of students at risk of this abuse and to inform the DSL and the authorities.

3.1.10. All members of staff are provided with training that complies with DSCB, Home Office and DFE standards, in order to develop their understanding of the signs and indicators of abuse. This is refreshed every 2 years. All members of staff are trained to be able to complete and submit a Multi-agency referral.

3.1.11. All members of staff know how to respond to a child, young person or vulnerable adult, who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

3.1.12. Governors – all Governors at the School receive Child Protection training on a 3 yearly basis. The Governing Body has identified an individual

Governor who is responsible for Child Protection and Safeguarding within the School. This will be reviewed on an annual basis.

3.1.13. All parents/guardians are made aware of Exeter Mathematics School's responsibilities with regard to child protection through the publication of the Child Protection Policy, and reference to it, on the Exeter Mathematics School website. Parents/guardians also receive a Parent's Leaflet which includes relevant safeguarding information when their son/daughter begins their education at Exeter Mathematics School.

3.1.14. Selection and recruitment includes all appropriate checks on staff suitability, including DBS checks* and will be compliant with the requirements of the Independent Safeguarding Authority.

3.1.15. Our policy and procedures will be updated annually or when we are notified of any legislative changes.

3.1.16. All staff new to Exeter Mathematics School will be given a copy of the child protection policy and the Staff Briefing Booklet, and Child Protection Procedure flow chart and the KCSIE part 1. These will be explained as part of their induction.

*Safe recruitment practice means scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job and a face to face interview.

Responsibilities

3.2 We understand that our responsibility to safeguard children, young people and vulnerable adults requires that we all appropriately share any concerns that we may have about them.

3.3. We have a DSL supported by Exeter College's Safeguarding team, who is responsible for the monitoring of child protection and safeguarding of students within the School. He acts as a focal point for staff to discuss concerns and liaise with other agencies and professionals.

3.3.1. The DSL ensures that all staff are aware of the Child Protection policy and the safeguarding guidelines and know how to recognise and refer any concerns.

3.3.2. The DSL should keep up to date with current best practice to enable them to fulfill their role, including attending relevant training provided by the School, Exeter College and the LDP.

3.3.3 Record keeping – Child Protection records are kept centrally and securely by the DSL.

3.3.4 Prevent Duties. The DSL is the designated prevent lead and as such is responsible for ensuring all staff are aware of their Prevent duty.

3.4 All staff are responsible for Child Protection, including the prevention of radicalization, and must refer disclosures, allegations or suspicions of abuse to the DSL as soon as possible, within 24 hours of disclosure, using the Safeguarding Referral Form.

Confidentiality

3.5 We recognise that all matters relating to Child Protection are confidential.

3.6 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults.

3.7 All staff must be aware that they cannot promise a child, young person or vulnerable adult to keep secrets which might compromise the child's ,young person's or vulnerable adult's safety or well-being, or that of another.

3.7.1 Staff are made aware that they must make a record of Child Protection issues as soon as possible, within 24 hours, and that these records must be signed and dated. Staff should use the Safeguarding Referral Form.

3.8 We will always undertake to share our intention to send an enquiry to the appropriate Multi Agency team with their parents/guardians unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Multi agency team before taking any action.

Supporting Staff

3.9 We recognise that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful or upsetting.

3.10 We will support such staff by providing an opportunity to talk through their anxieties and to seek further support. This could be provided by, for example, the College occupational health nurse and/or the Exeter safeguarding team.

3.11 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document 'Guidance for Safe Working

Practices for Adults who work with Children and Young People in Education settings' provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse. Safeguarding in education is a part of the Staff development programme.

Allegations Against Staff

- 3.11. All staff should take care not to place themselves in a vulnerable position with a child, young person or vulnerable adult.
- 3.12 Lone working. It is always advisable for interviews or work with individual children/young people/ vulnerable adults or parents to be conducted in view of other adults.
- 3.13. We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL. If an allegation is made against the DSL, the member of staff receiving the allegation must immediately inform the Headteacher.
- 3.14. The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) (or LA equivalent) as part of the 'Safer Recruitment and Employment strategy', October 2009.
- 3.15 Suspension of the member of staff against whom an allegation has been made needs careful consideration. We will take advice in consultation with Exeter College's Head of Human Resources and the LADO (or LA equivalent) where appropriate.

Whistle blowing

- 3.16. We recognise that children, young people and vulnerable adults cannot be expected to raise concerns in an environment where staff fail to do so.
- 3.17. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the SDO and/or the Headteacher.

Behaviour and Safeguarding

3.18 All students will be aware of the student code of conduct. The student code of conduct is linked to the student disciplinary process.

3.19 All staff, teaching and support, should be aware of their duty to challenge inappropriate and/or extreme behaviour in the School in order to safeguard all students and staff.

4 Implementation

Broad areas of responsibility for the Senior Designated Child Protection Officer:

1. Provision of advice guidance and support:

- New legislation
- Managing reports of vulnerable students
- Allegations against staff in collaboration with Exeter College's HR department.

2. Specific circumstances of abuse

- Radicalisation
- Female genital mutilation
- Forced marriage
- Domestic violence
- Child on Child abuse
- Sexual exploitation
- Young Carers

3. Development of good working relationships and partnerships:

- Exeter College's Safeguarding Team
- Membership of Devon Safeguarding Board
- Other LA equivalents to the DSB in our catchment area
- CHANNEL panel
- Maintaining supportive and effective working relationships within the LADO and multi-agency teams

4. Training and awareness raising:

- Staff training on Child Protection and Safeguarding.
- Written guidance

5. Promoting safe and positive environments

- Recruitment and selection in collaboration with Headteacher and HR.
- Record Keeping – Logging, monitoring and review of vulnerable students.

6. Development and planning

- Specific issues which may have a Child Protection aspect
- Ensure the Exeter Mathematics School Child Protection policy is updated and reviewed annually.

7. Monitoring

- Compliance with DFE, DSCB procedures or standards

8. Accountability

- Representation of Exeter Mathematics School at local level
- Personal training to be able to fulfil roles

9. Referrals

- Refer cases of suspected abuse or allegations to the relevant agency in appropriate fashion• Act as a source of support, advice and expertise when deciding whether to make an enquiry

10. Training

- All new Exeter Mathematics School staff are trained in Safeguarding and Prevent as part of their induction provided by Exeter College. Every two years this is updated with a level two course.
- To ensure that all staff recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Ensure that each member of staff has access to the Exeter Mathematics School Child Protection policy.
- Pursue their own CPD and attend any relevant or refresher courses at least every 2 years.

11. OUTDOOR LEARNING and Residential Accommodation Supplementary guidance/procedures.

Residential Centres

- When young people are changing and showering staff need to ensure that they do not allow themselves to be compromised.
- Staff must always ask for permission to enter the bedrooms of young people.
- Conversations should be conducted from the open doorway.
- Staff must ensure that they do not enter a bedroom when to do so would mean they would be alone with a young person.
- The relaxed social atmosphere often found in residential centres could lead to a young person making a disclosure to staff regarded as a trusted adult. The young person should be listened to and Exeter Mathematics School policy should then be followed.

Outdoor Learning Activities

- Many activities encourage and necessitate physical contact. Staff need to be aware of anyone taking advantage of these activities *or* anyone being overtly uncomfortable with what they are being asked to participate in.
- Some activities can be emotionally or mentally challenging. Staff need to be aware of the varying boundaries and capacity to manage these demands of individual young people.
- There will be times when staff need to make physical contact with young people, e.g. when supporting during climbing or caving, making adjustments to specialist equipment. Staff need to ensure that they do not allow themselves to be compromised. Refer to the DFE Policy on Physical Contact between Staff and Pupils.
- The relationship between staff and young people during outdoor learning activities is often an informal one; staff must always ensure that they maintain their professional distance.
- The relaxed and informal atmosphere often found during outdoor learning activities could lead to young person making a disclosure to staff regarded as a trusted adult. Mathematics School policy should be followed.

Staff Conduct in residential Accommodation

- Specific advice and staff code of conduct are provided to all residential workers.
- Staff must follow the policies and procedures as outlined in the residential staff handbook
- All staff supervising students in EMS accommodation are trained in child protection and safeguarding.

5 Associated Documentation

- Anti-Bullying Policy
- E-safety Policy
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
- Lone-working Policy
- Residential: Privacy and Access Policy
- Student Code of Conduct
- Health and Safety Policy
- Equality & Diversity Policy
- Educational Visits Policy
- Safer Recruitment Policy
- Pastoral & Accommodation Officer Handbook
- Prevent Risk Assessment

6 Monitoring, Review and Evaluation

The SDO and Governors of Exeter Mathematics are responsible for ensuring the regular review of this policy.

7 Equality analysis

Answer questions 7. 1- 7. 5

7. Equality Analysis

Please use the 'equality analysis procedure' to guide you to complete the text boxes below, expanding them as you wish. If this is a review - please add date and make any amendments if required.

04/11/6

7.1. Is your policy equality- relevant? If yes, please list which groups of people will be affected by this policy.

Yes. It exists to ensure that all students are protected irrespective of age, disability, gender, race, religion, identity or sexual orientation

7.2. How have you involved people from minority groups who may be affected by this policy?

No direct consultation has taken place. All aspects have been informed by government and advocacy group guidance.

7.3. What evidence have you considered?

Consulted with Exeter College's STEW team and referred to their policy, ensuring joined-up thinking and a common approach to Safeguarding. Prevent guidance of September 18th 2015 and the prevent strategy documentation have been considered.

7.4. How will your policy fulfil the public sector duty by helping fight discrimination, advance equality of opportunity and foster good relations?

Characteristic	How does your policy help fulfil the public sector duty? What Equality issues have you addressed?
Age	<p><i>Write here</i></p> <p>This policy is in place to secure the safety and protection of children from all backgrounds/groups.</p>
Disability	
Gender	
Pregnancy & maternity	
Race	
Religion and belief	
Sexual orientation	
Transgender	

7. 5. Describe any potential adverse impacts that may arise as a result of the policy. If any are identified, you should also state what actions will be taken to mitigate that negative impact. If yes, say if you have an action plan to carry this out? *Write here*