

Child Protection and Safeguarding Policy 26/27

Staff reviewer:	Scrutinised by link Governor:	Date signed off at Committee:	Date approved at Board:	Next review date:
<i>Yasmin Trevelyan</i>	<i>Catherine Marren</i>	<i>15/09/26</i>	<i>06/10/26</i>	<i>August 2027</i>

Key Personnel

The Designated Safeguarding Lead (DSL) is Yasmin Trevelyan

Contact details: email: yasmintrevelyan@exeterms.ac.uk

Telephone: 01392 429020

The deputy DSL(s) are:

Sam Chidley-Bedford – schidley-bedford@exetermathematicsschool.ac.uk

Shirin Monks - shirinmonks@exeterms.ac.uk

Kerry Burnham - KerryBurnham@exeterms.ac.uk

Liam Cante – liamcante@exeterms.ac.uk

Grace Strachan – gracestrachan@exeterms.ac.uk (on maternity leave)

The designated mental health lead is: Yasmin Trevelyan

Designated Teacher for Looked After Children is: Yasmin Trevelyan

The nominated safeguarding governor is: Catherine Marren

The link governor can be contacted through lucygibson02@exetermathematicsschool.ac.uk

The Headteacher is: Kerry Burnham

Contact details: KerryBurnham@exeterms.ac.uk

Telephone: 01392 429 020

The Chair of Governors is: Sarah Turvill

The Chair can be contacted through lucygibson02@exetermathematicsschool.ac.uk

Purpose

This policy applies to all staff, trustees, Governors, volunteers, agency staff, contractors, students, visitors, and anyone working on behalf of Exeter Mathematics School, including its boarding provision. Exeter Mathematics School believes that children and young people, regardless of age, gender, culture, language, race, ability, sexual identity, or religion, have equal rights to protection, safeguarding, and opportunities.

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

- Section 175 and Section 157 of the Education Act 2002
- The Education (Independent Schools Standards) (England) Regulations 2019
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026
- Sexual Violence and sexual harassment between children in schools and colleges 2017 – updated 2021
- Education and Training (Welfare of Children) Act 2021
- Information Sharing 2026
- Teaching online safety in schools
- What to do if you're worried a child is being abused 2015
- Meeting digital and technology standards in schools and colleges 2022
- South West Child Protection Procedures
- Multi-Agency Child Protection Procedures
- Multi Agency Practice Guidelines: Female Genital Mutilation, 2020
- Children Act, 2004
- 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Safeguarding Vulnerable Groups Act, 2006
- HM Government Prevent Duty Guidance for England and Wales, 2015
- Children and Social Work Act 2017
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Female Genital Mutilation Act 2003
- Children and Adoption Act 2006
- Children and Young Persons Act 2008
- United Nations Convention on the Rights of the Child 1991
- Voyeurism (Offences) Act 2019
- Preventing youth violence and gang involvement - Practical advice for schools and colleges
- PACE Code C 2023
- The Human Rights Act 1998
- Equality Act 2010
- Going to Court and being a witness (12- to 17-year-olds)
- Plan Technology for your school 2024
- Generative AI: Product Safety Expectations 2025
- Terrorism(Protection of Premises) Act 2025, commonly known as Martyn's Law

- Information Sharing Duty 2026

Exeter Mathematics School recognises our responsibility under section 175 of the Education Act 2002 and section 11 of the Children Act 2004, Education and Training (Welfare of Children) Act 2021 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 students who are suffering harm.

We are committed to working in partnership with students, families and other agencies to provide help and support as soon as problems emerge and to protect our students from harm, both within and outside the home, including online. We recognise the importance of a whole-family approach and actively involve parents, carers, and family networks wherever it is safe and appropriate to do so.

Students are aware of who they can talk to if they have a concern, and we listen to our students and take seriously what they tell us. Exeter Maths School recognises that Child Protection and Safeguarding is everyone's responsibility and 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.

The aims of this policy are:

- To raise awareness of Safeguarding incidents and/or behaviours which can be associated with factors outside the school and can occur between children/students outside the school or college. All staff, but especially the designated safeguarding lead (including deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents/carers and other partners.
- To support the young person's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued, and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard young people and of their responsibilities in providing a safe environment and identifying and reporting possible cases of abuse, sexual violence and harassment.
- To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those students.
- To emphasise the need for good levels of communication between all members of staff.
- To maintain a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and MAST teams in our area
- To ensure that all staff working within our school who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.

Definitions

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through
- a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children 2026)

- Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm occurring inside or outside the home, including online.
- Staff refers to all adults working for or on behalf of the school, including temporary staff, supply staff, volunteers and contractors.
- The term "child" refers to anyone under the age of 18. Where relevant, safeguarding support and duties may also extend to care leavers and young people up to the age of 25. Those within our care who are over 18 - for the purposes of this policy child/children/student/young person are interchangeable. It also includes those enrolled on outreach programmes.
- Parents refer to birth parents and other adults in a parenting role, such as step-parents, foster carers, adoptive parents and the local authority as corporate parent.
- Child Protection refers to the processes undertaken to protect students who have been identified as suffering or being at risk of suffering significant harm.
- Vulnerable Adult refers to someone aged 18 or over who is, or may be, in need of community services due to age, illness or a mental or physical disability. Who is, or may be, unable to take care of themselves, or unable to protect themselves against significant harm or exploitation.
- Prevent Single Point of Contact is the person identified in the School as the point of contact for all Prevent related incidents and concerns. At EMS this is the DSL.
- Safeguarding Team refers to the team of Level 3 Child Protection trained staff who support the DSL and the other DDSLs in safeguarding and child protection across the school. We work closely with Exeter Colleges safeguarding team as and when needed.

Policy

Exeter Mathematics School procedures for safeguarding children, students, young people and vulnerable adults, is in line with Local Child Protection procedures and current DfE Safeguarding procedures. EMS students may be covered by any of the agencies in the four counties in the Southwest which the current cohort of students come from. Every effort has been made to ensure that our policies are appropriate to all of the current local safeguarding boards and multi-agency bodies and with an eye to the incoming local safeguarding partner arrangements - Please see <https://www.proceduresonline.com/swcpp/>

All members of staff have been trained in 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. Staff are aware that in some cases, if the victim is not offered support following disclosure, that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their

responsibilities and obligations especially if they become aware of potential forced marriage, FGM and HBV cases.

All staff and volunteers, read KCSiE Part 1 annually and confirm to say they have read and understood it. In addition, all governors receive appropriate safeguarding and child protection training at induction, in line with the revised KCSiE guidance and regular updates throughout the year from the DSL.

Supporting and Protecting Children:

We recognise that children who are abused or experience harm may find it difficult to seek help and may show a range of behaviours or emotional responses. The school plays a key role in providing stability, early support and protection. Positive, trusting relationships with staff are central to this.

Exeter Maths School will:

- provide a safe and supportive environment
- encourage students to speak to trusted adults
- listen to children and take concerns seriously
- respond with empathy and understanding
- refer to appropriate support services where needed
- work with families and partner agencies
- share information appropriately to keep children safe
- teach children how to stay safe, including online and in relationships through our Pastoral Curriculum
- support student's wellbeing, confidence and independence

Exeter Maths School community will:

- create an environment where children feel safe to talk and be heard
- ensure all students know who they can go to for help
- gather and respond to the views of students, parents and staff
- embed safeguarding across the curriculum
- teach children about risk, safety, relationships and online awareness
- ensure clear guidance on the safe use of technology is understood

Recognising Abuse

We take care to address specific child protection issues as they arise. Any concerns requiring immediate action should be referred without delay to the most relevant agency.

The concerns outlined below are linked to relevant guidance and local procedures, which can be accessed via the South West Child Protection Procedures at <https://swcpp.trixonline.co.uk/>. Please also refer to Appendices 1 and 2 for further guidance and information relating to each of these areas of safeguarding. These appendices provide additional detail and should be consulted to ensure that staff are accessing the most up to date and relevant information. The following list is not intended to be exhaustive:

Domestic Abuse and Serious Violence. Staff at the school are aware of the signs of domestic and serious violence. The DSL has completed Domestic Abuse and Serious Violence training and is the nominated Operation Encompass contact. This is to ensure that the School fulfils its statutory obligation to consider domestic abuse as a major issue in child protection cases. For more information, please see <https://www.devon.gov.uk/dsva/>

Child Death. If a student dies whilst at Exeter Mathematics School the DSL will ensure that all student data is amended immediately, in order that parents/carers of the student do not receive any inappropriate

information from the School. The School will also 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 Assistant Headteacher (Pastoral) will liaise with the appropriate tutor to ensure that the parents'/carers' wishes are respected. The DSL will ensure that any serious case review documentation that may be required is completed when and if requested. Please see "Procedures on the death of a student" for further guidance.

Forced Marriage and so called "honour" based abuse. EMS recognises that forced and arranged marriages are different. All staff need to be vigilant to recognise the signs of students at risk of Forced Marriage and to inform the DSL and the authorities. The DSL has training in spotting and supporting victims of forced marriage. We are aware that since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Ritualistic abuse & Genital Mutilation, including Female genital mutilation. EMS recognises that all staff need to be vigilant to recognise the signs of students at risk of this abuse all staff are aware of their statutory reporting requirements to any known or suspected cases in accordance with section 5B of the FGM Act 2003. The DSL has training in spotting and supporting victims of FGM. For more information, please see <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>.

Harmful Sexual behaviour (HSB) - refers to sexual behaviour expressed by children and young people under the age of 18 that is developmentally inappropriate, potentially harmful to themselves or others, or abusive toward another child, young person, or adult. Such abuse may occur face to face or online. EMS recognises young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Incidents of harmful sexual behaviours will be taken seriously and responded to appropriately. Where appropriate, we will work with parents/carers, external agencies (such as social care and/or police) and specialist services to assess risk, coordinate support and develop safety plans. For more information please see: [What is harmful sexual behaviour - Lucy Faithfull Foundation](#)

Child Sexual abuse (CSA) - may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. For further information please see: [Signs and indicators of child sexual abuse | CSA Centre](#).

Child Sexual Exploitation- is a form of child sexual abuse in which an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity. This may involve the exchange of money, gifts, accommodation or other benefits, or may occur without any apparent exchange. CSE can affect any child or young person, regardless of gender, background or circumstances and can occur in person, online or a combination of both. EMS recognises that risks of CSE may arise beyond the school environment, including within peer groups, relationships, online spaces and out in the community. The DSL will seek external advice such as from The Centre of Expertise for Child Sexual Abuse ([Home | CSA Centre](#)) and/or [Devon Children and Families Partnership CSE](#) Screening Tool when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited. Where the screen process identifies a level of concern the DSL shall contact their local MAST

and email the completed CSE Screening Tool along with a MASH enquiry form. If a child is in immediate danger the police should be called on 999.

Sexual violence and sexual harassment – Exeter Mathematics school recognises the need to acknowledge and understand the scale of harassment and abuse and how downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to students accepting it as normal and not coming forward to report it. EMS has a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated. We work hard to promote an open culture and reduce barriers to reporting including the provision of anonymous mechanisms of referring or self-referring to the safeguarding team. In addition, Early help is available to support children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We will support students to access support such as the Lucy Faith Foundation "Shore Space" for young people who are concerned about their own or others' sexual thoughts or behaviours.

Consensual and non-consensual self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. incidents of Under 18s sharing, possessing and creating sexual images and videos of themselves or other juveniles will be treated as a safeguarding concern and in line with the guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people' [Sexting in Schools Resource Pack](#) . In the process of referral staff must not view, copy or print the youth produced sexual imagery. This includes offences under upskirting¹ legislation (Voyeurism Offences Act 2019) and other image based sexual abuse.

Online safety - Please refer to the School's Online-safety Policy for further details. Students are taught about online safety throughout the pastoral curriculum and all staff receive online safety training, including their role in filtering and monitoring, which is regularly reviewed and updated. The DSL regularly carries out checks via South West Grid for Learning online checker, both in school and the boarding. EMS will use external organisations such as Educate Against Hate and UK Safer Internet Centre where needed. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. Concerns can be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

¹ Upskirting is a term used to describe the act of taking a sexually intrusive photograph underneath a person's clothing without their permission. NB this is now a reportable criminal offense

Missing people/trafficking - Missing children and young people. A child/young person going missing from education is a potential indicator of abuse, neglect and exploitation, including modern slavery, sexual abuse and Trafficking. We will monitor absence and take appropriate action.

Private fostering - Staff should be alert for students cared for by someone other than a parent or a close relative for extended periods (28 days or more). If the arrangement comes to the attention of the school, DSL or DDSL will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Children in Care/Looked After Children - The most common reason for students becoming looked after is as a result of abuse, neglect and/or exploitation. EMS ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. We will work closely with the Virtual School (or similar in other local authorities) to ensure the young person has the appropriate support, for more information please see [Devon Virtual School \(education of children in care\) - Children, families and education.](#)

Child-on-Child Abuse (including Harassment and Violence)- All staff should recognise that young people are capable of abusing other children. This policy applies to all, regardless of age, gender, etc. EMS has confidential ways of reporting any Child-on-Child abuse, including Whisper Anonymous reporting tool. It is important that when staff have any concerns about child-on-child abuse they should speak to the DSL/DDSL and log the concern on CPOMS where the relevant staff will investigate and ensure the matter is dealt with. EMS will ensure that the victims, perpetrators and any others affected by the abuse will be supported. We have a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children. For further information, please see [No.14 Child on child abuse - Support for schools and settings.](#)

Child Criminal Exploitation (CCE) is a form of abuse similar to CSE - where an individual or group, such as an organised network or gang, takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal rather than sexual activity. In our local context "County Lines" is a significant issue. A common feature in county lines drug supply is the exploitation of young and vulnerable people. The exploiter will frequently target vulnerable children, young people and adults to act as drug runners or move cash so they can stay under the radar of law enforcement. CCE and CSE may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them. For further information see <https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/child-exploitation-information-for-professionals/>

Honour based abuse (HBV) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

Extra-familial harms take a variety of different forms and children and young people can be vulnerable to multiple harms including (but not limited to) domestic abuse in their own intimate relationships (teenage relationship abuse), serious youth violence, county lines, sexual exploitation, radicalisation and/or criminal exploitation. The DSL has attended training on the Adolescent Safety Framework used within DCC to support young people at risk of Contextual Safeguarding. For more information see <https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/adolescent-safety-framework/>

Mental Health All staff at EMS are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. Staff are aware that this could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs that staff are trained to recognise. These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like,
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. EMS pastoral staff will ensure that any internal and relevant external support is offered such as referrals to Young Devon, Youngminds, CAMHS. Students are also signposted to external services that they can contact directly such as Kooth, CALM and Childline.

If staff have a concern about a child's mental health that is also a safeguarding concern, staff must speak to the DSL/DDSL and record this on CPOMS. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carers or other suitable person. If child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option. A student may require leave from school or a phased return to support with their mental health and wellbeing. A meeting with parents/carers should be carried out before the student returns to school, during this meeting a risk assessment should be completed.

Prevent Duty - All EMS staff complete the Government approved Prevent Duty Training and receive regular refresher training. We recognise the importance of awareness to anti-radicalisation and staff are proactive in recognising the signs in students who may be vulnerable to this form of abuse. All staff are aware that if they have any concerns then must record these on CPOMS. The DSL carries out additional checks on guest speakers and at least one member of staff will be present throughout external guest-speakers' visits. The DSL is the single point of contact for Prevent issues and where required will seek external advice including Local Counter Terrorism Policing Team. The DSL/DDSLs will ensure that they follow the Prevent referral process Flowchart: [Prevent-referral-flowchart-v.FINAL-2023.08.04.pdf](#) For more information, please see Prevent Risk Assessment and Prevent Statement

Terrorism(Protection of Premises) Act 2025, commonly known as Martyn's Law is due to come into force in April 2027. The act will improve protective security and organisational preparedness across the UK. EMS recognises its duty and will collaborate with external agencies where necessary to ensure the school is prepared for the requirements, including having the following procedures in place, Evacuation, Invacuation, Lockdown and Communication. We will consider how we would respond to a terrorist attack and consider appropriate steps to reduce vulnerability to terrorist attacks. For more information, please see [No. 68 Martyn's Law – The Protect Duty - Support for schools and settings](#)

Vulnerable groups and protected characteristics.

To ensure that all our students receive equal protection, we will give special consideration to children, young people and vulnerable adults who are members of vulnerable groups including, but not limited to:

- Students with Special educational need and/or Disabilities, including students with Educational Health Care Plans.
- Young carers
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Students affected by their own and/or parental/carer illness, incarceration, substance misuse, domestic abuse or parental/carer mental-health needs
- Asylum seekers and refugees
- Those vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, sexuality or gender identity.
- Those at higher risk of female genital mutilation (FGM), forced marriage or extremism.
- Living in temporary accommodation or at risk of being homeless.
- Is a privately fostered child or young person.
- Is misusing drugs or alcohol themselves.
- Is experiencing mental health and/or wellbeing difficulties.
- Vulnerable to being bullied, or engaging in bullying,
- Is a 'looked after' child (LAC) or previously looked after child. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.
- Does not have English as a first language.

Pastoral Curriculum

EMS recognises that safeguarding is not only about response, but also prevention through education. Students are taught how to recognise risks, develop resilience, and keep themselves safe. The Assistant Headteacher and Pastoral Curriculum Lead ensure that the safeguarding information is embedded throughout our Pastoral Curriculum, and we ensure that the learning is age-appropriate, inclusive, and up to date.

In line with guidance, students are taught:

Personal Safety and Wellbeing

- Healthy and respectful relationships
- Consent, boundaries, and recognising abuse
- Mental health, wellbeing, and seeking support (both internally and externally)

Online Safety

- Safe and responsible use of technology
- Risks such as cyberbullying, grooming, exploitation, and harmful content
- Digital footprints and privacy

Risk and Vulnerability

- Exploitation including, criminal and sexual.
- Child-on-Child abuse
- Substance misuse and risky behaviours
- Radicalisation and extremism (Prevent duty) and Incel Culture.

Wider Safeguarding Issues

- Domestic abuse
- FGM, forced marriage, honour-based abuse
- County lines and serious youth violence

Skills and Protective Behaviours

Students are taught to:

- Recognise unsafe situations and warning signs
- Identify trusted adults and know how to seek help
- Report concerns confidently, including through the Whisper anonymous reporting tool where appropriate.
- Make informed and safe decisions

In addition, staff are supported and equipped to be able to manage any in the moment interventions when needed, such as words of advice, signposting to relevant external agencies or signposting to the pastoral team for additional support.

Preferred Pronouns and Names

EMS will respect a student's identity and gender expression. If a student informs EMS of a change to name/pronoun/identity, we will take a careful approach and ensure that the student is supported. We will ensure that students' parents/carers are aware of the changes before they are made. We will support students to tell parents and/or carers where necessary. When the relevant persons are aware we will make all required changes on our MIS systems. N.B A request to change legal sex (as assigned at birth) needs to be accompanied by a gender recognition certificate or other relevant documentation. EMS staff create a culture where students can speak out or share any concerns with staff.

Other stakeholders

Governors at the school receive Child Protection training on a yearly basis. The Governing Body has identified a Governor and deputy who are responsible for Child Protection and Safeguarding within the School. This will be reviewed on an annual basis.

All parents/carers 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/carers also receive information which includes relevant safeguarding information when their child begins their education at Exeter Mathematics School.

Safer Recruitment

Selection and recruitment of staff include all appropriate checks on staff suitability, according to Safer Recruitment guidelines and will be compliant with the requirements of the Disclosure and Barring Service, including cursory online and social media checking.

- Adverts should inform candidates that online searches may be done as part of due diligence checks.
- Our policy and procedures will be updated at least annually or when we are notified of any legislative changes.

- All staff new to Exeter Mathematics School will be shown how to access the child protection policy, the Staff Handbook (including code of conduct), Child Protection Procedure flow chart and the latest version of KCSIE part 1. These will be explained as part of their induction.
- All new staff will undertake Child Protection and Safeguarding training as part of their induction to working at Exeter Maths School.

For more information, please see our Safer Recruitment Policy and Appendix 6.

Responsibilities

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.

Governors

All members of The Governing Body understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff Behaviour policy (Code of Conduct) and a qualified DSL is in place with suitable time to fulfil the role. We ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction which equips them with the knowledge to provide strategic challenge and to test and assure themselves that the safeguarding policies and procedures in place at Exeter Maths school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated

Roles and responsibilities will include:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with the Local Authority and statutory requirements, are reviewed annually, and that the Child Protection and Safeguarding policy is publicly available.
- Ensures that all staff including temporary staff and volunteers are provided with the Child Protection and Safeguarding policy and staff Code of Conduct.
- EMS operate a safer recruitment procedure that includes statutory checks on staff, disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- EMS has procedures for dealing with allegations of abuse against staff (including the Headteacher), supply staff, volunteers, and against other children, and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the Governing Board is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body/Board who will take lead responsibility.
- The DSL and deputies undertake appropriate Level 3 Safeguarding and Refresher training and offered by the Local Authority or other provider every two years.
- All other staff have safeguarding training updated as appropriate; but at least annually.
- At least one member of the governing body has completed safer recruitment training to be refreshed at least every five years.
- Appropriate online filtering and monitoring systems are in place via Exeter College.
- Enhanced DBS checks at the appropriate level are in place for all Governors.
- Any weaknesses in Child Protection are remedied immediately.

The Headteacher: The Headteacher supports the governing body, designated safeguarding lead, deputies, staff, and volunteers to fulfil their roles and responsibilities

Roles and responsibilities will include:

- Ensuring the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff.

- Enabling sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and DDSLs to carry out their roles effectively.
- Supporting and promoting a safeguarding culture and ethos in EMS so that students' wishes and feelings are considered when determining what action to take and what services to provide.
- Ensuring systems are in place for students to express their views and give feedback.
- Following the whistleblowing policy and procedures if an allegation is made against a member of staff, supply staff or volunteer, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service.
- Providing students with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

The Designated Safeguarding Lead (DSL): The designated safeguarding lead has lead responsibility for safeguarding and child protection (including online safety).

Roles and responsibilities include:

- Availability – being available during school hours or ensuring a Deputy Designated Safeguarding Lead is available, this can be via Teams/online meeting etc.
- Management of referrals – to e.g., Children's Social Care, Channel programme, Disclosure and Barring service, the Police Single Point of Access.
- Leading Prevent, ensuring all staff are aware of their duty under Prevent legislation.
- Working with others – e.g. a point of contact with safeguarding partners, a source of support and advice for staff.
- Being aware of the requirement for students to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2023.
- Ensuring that either they, or another safeguarding staff member, attend case conferences, child protection core groups, Child in need, Early Help meetings, or other multi-agency planning meetings and contribute to assessments.
- Ensuring that any student currently with a child protection plan who is absent from school without explanation for two days is referred to their key worker's MASH Team.
- Maintaining positive working relationships with external agencies including but not limited to; CAMHS, Early Help, Exeter College Student Support, Medical professionals, LADO, Local Authority Safeguarding Teams, Prevent/Channel.
- Being the named contact for Operation Encompass.
- Understanding locally agreed processes for providing early help and intervention and supporting members of staff where Early Help is appropriate.
- Promoting supportive engagement with parents and/or carers and the SLT/Governing body
- Information sharing and managing the child protection files on arrival at EMS and on their departure.
- Ensuring all safeguarding records are kept up-to-date and securely.
- Raising safeguarding and child protection awareness.
- Ensuring all new Exeter Mathematics School staff are trained in Safeguarding and Prevent as part of their induction and a level two course is completed in line with KCSIE requirements.
- Ensuring governors are appropriately trained at induction and given annual refresher training.
- Ensuring each member of staff has access to the Exeter Maths School Child Protection policy and KCSIE pt1.
- Ensuring all staff receive regular up-to-date safeguarding information and training, including understanding roles and responsibilities in relation to filtering and monitoring.
- Pursuing their own CPD and attending any relevant training or refresher courses at least every 2 years; updating training, knowledge, and skills as required to carry out the role of DSL.
- Providing support to all staff in relation to safeguarding concerns.
- Overseeing and acting upon filtering and monitoring reports and completing checks to this system.
- Ensuring Students are taught an effective Pastoral Curriculum which supports students being able to identify and manage risks including online safety.
- Ensuring that the Statutory 175/157 safeguarding audit is completed annually.

- Monitor attendance to ensure appropriate safeguarding arrangements are in place for students who are absent from education on repeat occasions and/or for prolonged periods.
- Ensure all concerns are recorded in writing and are detailed, accurate, and that all discussions and decisions made including the rationale for those decisions are recorded. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

The Deputy Designated Safeguarding Lead/s (DDSL): are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL the deputies will assume all of the functions above. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

All Staff –

Roles and responsibilities will include:

- maintaining an attitude of 'it could happen here' where safeguarding is concerned.
- identifying concerns early, provide help for students and promote student's welfare.
- providing a safe environment in which students can learn.
- knowing what to do if a student tells them they are being abused, exploited, or neglected.
- being able to reassure victims of abuse that they are being taken seriously and that they will be supported and kept safe.
- recognising the barriers for students when wanting to make a disclosure (verbal or non-verbal)
- raising any concerns for a child following our safeguarding policies and procedures.
- being aware of local authority referral processes.
- adhering to Teachers' Standards 2012 - that teachers (which includes headteachers) should safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Being aware of systems within school which support safeguarding e.g. safeguarding policy, behaviour policy, code of conduct, CME, online filtering, and monitoring
- Attending regular safeguarding and child protection training including in house briefings and online training.
- Recognising that students missing, or absent education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

Confidentiality

The school recognises that effective safeguarding relies on timely, appropriate information sharing and accurate record-keeping. We work in line with *Working Together to Safeguard Children, Keeping Children Safe in Education*, and the Data Protection Act 2018.

All staff must:

- Use the school's agreed recording system CPOMS.
- Record information factually, clearly, and promptly.
- Include body maps where appropriate.
- Report concerns to the DSL immediately (verbally if urgent), followed by written records within 24 hours.

- Document decision-making, including thresholds, rationale, actions taken, support offered, and outcomes.
- Ensure the voice of the child is clearly captured.

Storage and Transfer of Records

- Safeguarding records are kept secure, confidential, and separate from students' files.
- Records are managed in line with GDPR and statutory guidance.
- When a student transfers school, safeguarding files are shared securely and promptly (within 5 working days), with consideration for earlier information sharing where appropriate to support the child.

Inter-Agency Working

- The school will work collaboratively with external agencies and share relevant information to safeguard children effectively.
- Where appropriate, receiving settings may be involved in meetings (with consent) to support continuity of care.

Staff should only discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in other school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2026) emphasises that any member of staff can contact students' social care if they are concerned about a child. All staff and governors should ensure that the school complies with DfE data protection guidance for schools and that data policies and processes are followed to prevent personal data breaches.

Child protection information will be stored and handled in line with GDPR and the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Supporting Staff

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. 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, Employee Assist programme, our wellbeing support team or an external provider.

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' (2019) 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

All staff should take care not to place themselves in a vulnerable position with a child, young person or vulnerable adult.

Lone working. It is always advisable for interviews or work with individual children/young people/vulnerable adults or parents/carers to be conducted in view of other adults.

We understand that anyone may make an allegation against a member of current or historical 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. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (2026).

The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) service (01392 384964 or ladosecure-mailbox@devon.gov.uk).

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 where appropriate.

Low-level Concerns

EMS recognises the need for having and maintaining a culture where all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Even if they do not meet the threshold for LADO intervention.

We will ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others through the staff guidance documents and induction materials

We empower staff to share any low-level safeguarding concerns by making training on power-imbalance and suspicious behaviour a key part of updates and training.

Low level concerns can be reported to the Headteacher directly or indirectly through the DSL.

EMS recognises that it is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately to maintain and embed a culture of openness, trust and transparency. If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult the LADO.

On receipt of a concern the Headteacher or the safeguarding lead will investigate sensitively and proportionately and take action that addresses unprofessional behaviour and supports the individual to correct it at an early stage.

Low level concerns might include behaviour that: is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, being over friendly with students, having favourites, taking

photographs of students on their mobile phone, contrary to school policy, engaging with a student on a one-to-one basis in a secluded area or behind a closed door, humiliating students.

Whistle blowing

We recognise that children, young people and vulnerable adults cannot be expected to raise concerns in an environment where staff fail to do so.

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 DSL and/or the Headteacher. Please see our Whistleblowing policy for more information.

Behaviour and Safeguarding

All students will be aware of the 'Student Code of Conduct'. The Student Code of Conduct is linked to the student disciplinary process.

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. The staff code of conduct is discussed at induction training.

Physical Intervention

Staff may physically intervene to prevent harm (for example, by stepping between two students, blocking the path of a student or putting out an arm to prevent a fall). Physical contact should be of minimum force and for the shortest possible time. Staff should use their professional judgement when determining whether physical intervention is required: it must be at a level that is reasonable and proportionate to the situation. Following the incident the member of staff must report what took place in CPOMS.

Staff are not trained in physical restraint. If a situation has deteriorated to such a point as physical restraint is necessary then the police should be called.

Recognising and Responding to Safeguarding Concerns

Recognising

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of "it could happen here" and "one chance" mantra. We also recognise that abuse, neglect, exploitation and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

Abuse, neglect and exploitation are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children and young people may be abused in the family or in an institutional or community setting by those known to them or, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Abuse, neglect and exploitation may also take place outside of the home, contextual safeguarding, and this may include but is not limited to, sexual exploitation, criminal exploitation, serious youth violence, and radicalisation.

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting, and sexting put students in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence.

The student's behaviour may have changed; for example, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. EMS recognises that the signs may be due to a variety of factors, for example, a parent/carer has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or needs safeguarding.

Further information about the four categories of abuse; physical, emotional, sexual and neglect, (familial and contextual) and indicators that a child may be being abused can be found in appendices 1 and 2 .

Responding

If a staff member has a concern about the safeguarding of a student, they should discuss their concerns with the DSL/DDSL and record this on CPOMS, the schools reporting system. Please see Appendix 4 for further information. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

If a student discloses to a member of staff
• We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty, or scared; their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. • Sometimes they may not be aware that what is happening is abuse. • A child who makes a disclosure may have to tell their story on several subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
Throughout the conversation with the student the staff member will;
• listen to what the child has to say and allow them to speak freely. • remain calm and not overact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener. • reassure the child that it is not their fault and that they have done the right thing in telling someone. • not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk. • take what the child is disclosing seriously. • ask open questions but avoid asking leading questions. • avoid jumping to conclusions, speculation or making accusations. • not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused. • avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong. • tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

Notifying Parents/carers:

Exeter Maths school will normally seek consent from the student to discuss any concerns about a student with their parents/carers. This must be handled sensitively and normally the DSL/DDSL will seek students consent to contact the parent in the event of a concern, suspicion, or disclosure of abuse or that the child has been harmed in some way. However, if we believe that notifying parents/carers could increase the risk to the child or exacerbate the problem, advice will first be sought from children's Local Authority Safeguarding Hub e.g., familial sexual abuse. See Appendix 5 for contact details of the relevant agencies.

Where a student refuses consent for parents/carers to be spoken to, the DSL/DDSL will consult with the Safeguarding Hub.

Where there are concerns about forced marriage or honour-based abuse parents/carers should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

If concern is raised about a student's safety and a student has refused consent to notify parents/carers the DSL/DDSL will determine the level of risk. If the student is at risk of immediate and/or significant harm, the DSL/DDSL can override the student's lack of consent and contact the parents/carers to ensure the safety of that student.

Making a referral

Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's Local Authority Safeguarding Hub or other support is appropriate in accordance with The Local Authority Threshold Tool.

If safeguarding staff are uncertain about whether a concern raised should be referred to the Local Authority Safeguarding Hub, a consultation will be sought with the Local Authority to seek further support and guidance.

If a referral is needed, the DSL should make this rapidly within the working day. Anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can, and should consider making a referral themselves.

Implementation

Photography, Video, Images and other Media

To protect students, we will

- seek their consent for photographs to be taken or published (for example, on our website or newspapers or publications)
- seek parental/carer consent for under 18's
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

Building Security

- Access to the site is controlled at all points. To the rear of the property the student's entrance is accessed only by student/staff identity keycards through a security gate.
- The student access is controlled by the student/staff keycard access and monitored by CCTV. Access for students ceases out of school hours.
- Access to the main school entrance at the front of the building is controlled by reception staff.

Use of Safer Recruitment and Single Central Record

Overview

This guidance is provided to ensure that requirements contained within KCSIE in relation to the above groups has been disseminated to staff, that the necessary checks listed below have been carried out and that there are agreed procedures in place at reception for the management of visitors to school.

Legal Background

The recruitment and engagement of personnel within education is regulated by KCSIE.

Single Central Record

EMS is responsible for collating above information for agency staff, contractors and for obtaining letters of assurance from other organisations, and for providing this to the Senior People Business Partner at Exeter College who manages the SCR on behalf of school. The Senior People Business Partner will advise on maintenance of SCR to ensure completeness and compliance. The Business manager is responsible for managing contractors.

Visitors

- All visitors must sign-in at reception. Here they are issued with an ID badge and asked to read basic details for fire safety and safeguarding expectations.
- Lanyards are colour coded to show status of staff. Red for non-DBS visitors, Green for Governors, Volunteers or other visitors that have been through our safeguarding checks. Grey is for members of staff.
- Students are asked to report any guests without badges to a member of staff immediately. Staff are expected to reinforce the above in the case of non-adherence or contact a member of SLT.
- Unexpected or unknown visitors are refused entry until they are cleared by SLT/appropriate member of staff.

Contractors:

- To ensure that as far as possible only bona fide personnel are afforded access; all contractors can only attend the school by arranged appointment, agreed by a member of the Senior Leadership Team.
- All contractors shall need to provide a suitable means of identification on arrival.
- If a contractor fails to adhere to either of these points; they shall be refused entry to the site.
- On arrival, all approved contractors shall be issued with a school ID badge and these shall be worn and be visible at all times when the contractor is on site.
- A contractor's code of conduct will be used to inform all contractors what might be considered inappropriate behaviour at the school. This will enable the school to identify any inappropriate behaviour from all concerned and then effectively challenge it.
- Code of conduct for contractors. When on site, contractors should:
- Work safely and responsibly and be aware of responsibility for their own actions and behaviour.
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions. Remember that actions, no matter how well intentioned, could be misinterpreted.
- Never give their personal or professional contact details to students, visiting children or other young people, including any telephone number, address or form of social media. Any and all contact should be monitored/mediated by an EMS representative.
- Work and be seen to work, in an open and transparent way.
- Stay within the agreed work area and access routes.
- Obtain permission, if the need arises, to go outside the agreed work area or access routes.

- Keep staff informed of where they are and what they are doing.
- Dress and act professionally - no profane or inappropriate language.
- Be mindful of the need to avoid placing themselves in vulnerable situations.
- Wear allocated School ID badge at all times on site.
- Failure to adhere to the contractors' code of conduct will entitle the school to exclude such individuals from the site, and notify a senior representative of their organisation. More serious breaches of safeguarding protocol will automatically be reported to the appropriate agency immediately. Appropriate agencies may include Police and Counter terrorism services.

EMS recognise that we must ensure that requirements contained within KCSIE in regards to the above groups has been disseminated to staff, that the necessary checks listed below have been carried out and that there are agreed procedures in place at reception for the management of visitors to school. Please see Appendix 9 for further details

OUTDOOR LEARNING and Residential Accommodation Supplementary guidance/procedures.

Residential Centres if used on a residential trip

When young people are changing, and showering staff need to ensure that they do not allow themselves to be compromised.

Staff must ensure that they do not enter a bedroom when to do so would mean they would be alone with a young person with the door closed.

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 Maths School safeguarding policy should then be followed.

Boarding 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.

Homestay Hosts

- Specific advice and staff code of conduct are provided to all homestay hosts and students.
- Homestay Hosts must follow the policies and procedures as outlined in the Homestay student and Host handbook.
- The Lead host is trained in child protection and safeguarding.
- All regular overnight adults have a DBS.

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.
- 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 a young person making a disclosure to staff regarded as a trusted adult. Exeter Maths School policy should be followed.

Associated Documentation

- Anti-Bullying Policy
- Online 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
- Behaviour Management Policy
- Staff Code of Conduct
- Substance misuse policy
- Health and Safety Policy
- Equality & Diversity Policy
- Educational Visits Policy
- Safer Recruitment Policy
- Pastoral & Accommodation Tutor Handbook
- Prevent Risk Assessment
- Homestay Policy
- Procedures on the death of a student
- Electronic Communications code of practice
- Student behaviour management policy
- ICT acceptable use agreement
- Whistleblowing policy
- SEND Policy

Monitoring, Review and Evaluation

- The DSL and Governors of Exeter Maths are responsible for ensuring the regular review of this policy.

Equality analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

1. Evidence considered <i>What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?</i> Awareness of the legislative and regulatory demands on safeguarding are the primary drivers of policy and implementation. The policy has, at heart, the protection of those vulnerable and protected groups.					
2. Consultation. <i>How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?</i> Staff and governors are consulted in the writing of this.					
3. Promoting equality. <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i> This policy is aimed at resolving the impact of inequality and thereby underpins the other policies taking a proactive approach to equality across the school.					
4. Identifying the impact of policies Identify any issues in the document which could have an adverse impact on any people who are protected by the Equality Act 2010. The protected characteristics are: 1. Age 2. Disability 3. Gender reassignment 4. Marriage and civil partnership 5. Pregnancy and maternity 6. Race 7. Religion or beliefs 8. Sex 9. Sexual orientation					
Issue Assessed <i>E.g. policy or practice.</i>	Protected Group	Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and</i>	Justification <i>Can the issue be justified for academic</i>	Proposed Action/Timeline <i>If this has a negative impact, what will you do</i>	Person responsible for action(s)

		explain how you have made that assessment. Are these impacts positive or negative?	business reasons? Please explain.	to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?	
5.	Monitoring How will you monitor the actual impact that your proposal has had following its implementation? When will you do this? This policy is reviewed at least annually				
6.	Summary Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result. No Actions				

Appendix 1

Devon Safeguarding Contacts and Resources

Devon Safeguarding Children Partnership (DSCP)

- Website: <https://www.devonscp.org.uk/>
- The Devon Safeguarding Children Partnership (DSCP) provides local safeguarding procedures, multi-agency guidance, learning from reviews, training opportunities and safeguarding resources for schools and professionals.

Devon SCP Procedures Manual

- <https://swcpp-devon.trixonline.co.uk/>
- This manual contains Devon and South West child protection procedures, referral guidance, information sharing protocols, assessment processes and multi-agency safeguarding arrangements.

Reporting a Safeguarding Concern

- <https://www.devonscp.org.uk/make-a-request-for-support/>
- For reporting concerns where a child may be suffering or likely to suffer significant harm.

Devon Early Help

- <https://www.devonscp.org.uk/early-help/>
- Information about Early Help services, Early Help Assessment and coordinated support for children and families.
- Guidance, pathways and resources to support families at the earliest opportunity.
- Devon Local Authority Designated Officer (LADO)

<https://www.devonscp.org.uk/policy-hub/policies-and-procedures/lado-service/>

- The LADO provides advice and guidance where concerns or allegations are made about adults working with children. Contact: 01392 384964.

Appendix 2

Devon Safeguarding One Minute Guides

The Devon One Minute Guides provide concise guidance on safeguarding topics relevant to schools.

Access all guides here:

<https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/>

Topics include:

- Neglect
- Child Sexual Abuse (CSA)
- Child-on-Child Abuse
- Contextual Safeguarding
- Serious Violence
- County Lines
- Modern Slavery
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Prevent Duty
- Making a Prevent Referral

- Female Genital Mutilation (FGM)
- Forced Marriage
- Honour Based Abuse
- Domestic Abuse
- Operation Encompass
- Children Missing Education (CME)
- Early Help
- Local Authority Designated Officer (LADO)
- Information Sharing
- Online Safety and Sexting
- Transfer of Child Protection Records
- Governor Safeguarding Monitoring
- Disguised Compliance
- Elective Home Education
- Private Fostering
- Initial Child Protection Conferences
- MARAC (Multi-Agency Risk Assessment Conference)

Appendix 3

Child Protection and Safeguarding Support Services

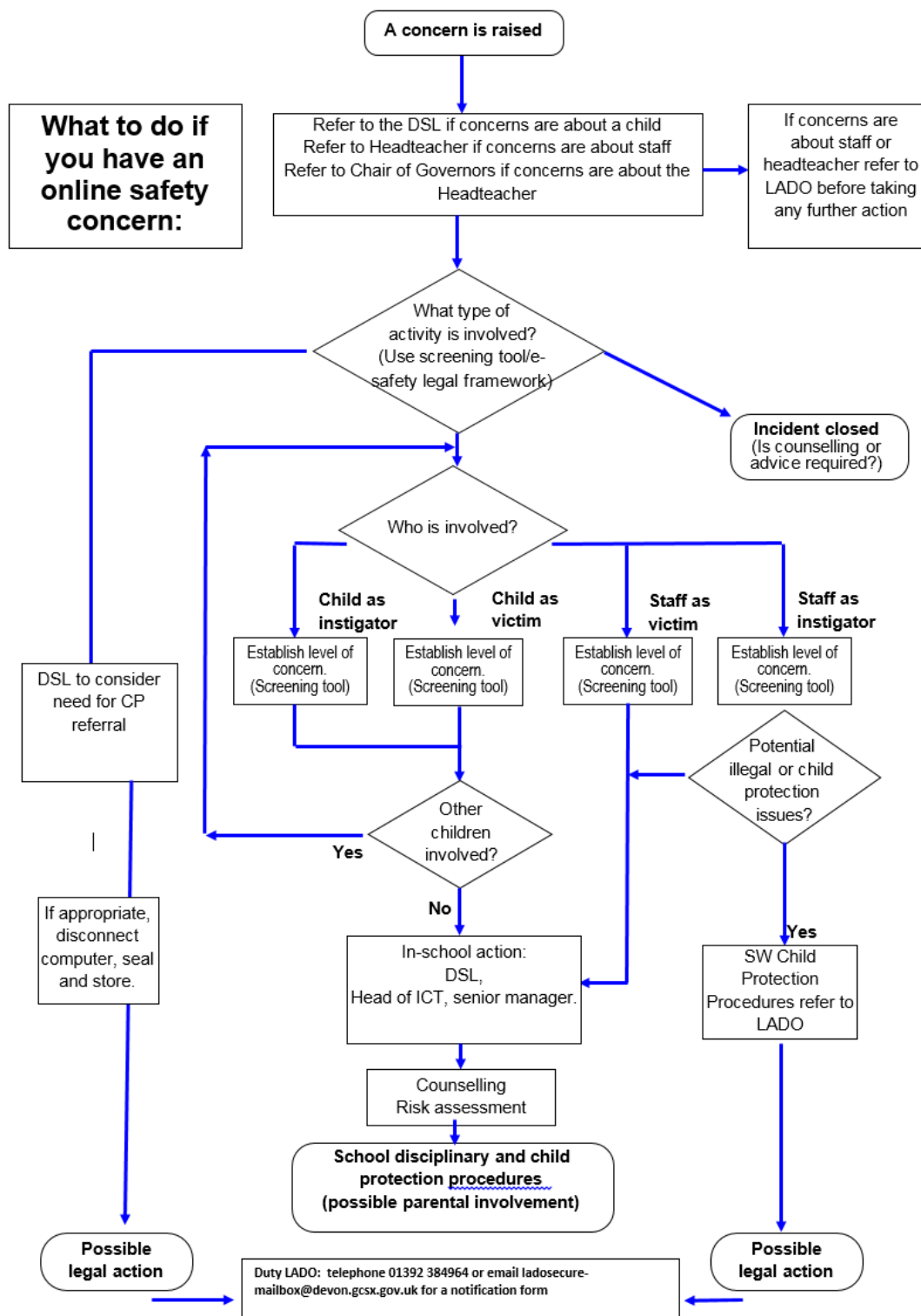
NSPCC <https://www.nspcc.org.uk> National safeguarding charity providing resources, training and advice.

Childline <https://www.childline.org.uk> Confidential support service for children and young people.

- **CEOP (Child Exploitation and Online Protection)** <https://www.ceop.police.uk> Online child protection reporting service.
- **Internet Matters** <https://www.internetmatters.org> Resources supporting online safety for children, parents and schools.
- **UK Safer Internet Centre** <https://saferinternet.org.uk> Online safety guidance, resources and reporting tools.
- **Childnet** <https://www.childnet.com> Educational resources supporting safe and responsible use of digital technology.
- **Educate Against Hate** <https://educateagainsthate.com> Government-supported advice regarding radicalisation and extremism.
- **Child Exploitation, Missing Children and Modern Slavery** <https://www.missingpeople.org.uk> Missing People
- **National Crime Agency** <https://www.nationalcrimeagency.gov.uk>
- **Modern Slavery Helpline** <https://www.modernslaveryhelpline.org>
- **The Children's Society** <https://www.childrensociety.org.uk> Child Exploitation Resources
- **Prevent Duty Guidance** <https://www.gov.uk/government/publications/prevent-duty-guidance>
- **Prevent Referral Information** <https://www.gov.uk/guidance/make-a-referral-to-prevent>
- **Educate Against Hate** <https://educateagainsthate.com>
- **ACT Early** <https://actearly.uk>

Appendix 4

Concern Flow chart



Appendix 5

Contact Information

Devon - MASH

Telephone: **0345 155 1071**

Email: mashsecure@devon.gcsx.gov.uk

Enquiry Form available at:

[Make a request for support or report a child safety concern - Devon Safeguarding Children Partnership](#)

Emergency Duty Team out of hours **0845 6000 388**

Police non-emergency 101

For all LADO enquiries

Exeter (01392) 384964

<https://www.devon.gov.uk/educationandfamilies/child-protection/managing-allegations-against-adults-working-with-children>

Early Help

[Early Help Contacts, Training and Resources - Devon Safeguarding Children Partnership](#)

Cornwall MARU

Telephone - **0300 123 1116**

Email : multiagencyreferralunit@cornwall.gov.uk

Enquiry Form available at:

www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/

Early Help

Email: earlyhelphub@cornwall.gov.uk

Telephone: **01872 322277**

www.cornwall.gov.uk/earlyhelphub

Somerset Social Care

Telephone: **0300 123 2224**

Email : childrens@somerset.gov.uk

Emergency Out of Hours : **0300 123 23 27**

Enquiry Form available at : www.professionalchoices.org.uk

Early Help

Telephone: 01823 355803

Dorset County Council

Childrens Advice and Duty Service (ChAD)

[Children's social care - Dorset Council](#)

Telephone: **01305228558**

Appendix 6

SAFER RECRUITMENT GUIDANCE for

- Recruitment of Agency Staff
- Contractors

- **Other visitors to school eg social workers, other professionals**
- **Procedures – visitors to reception**

Overview

This guidance is provided to ensure that requirements contained within KCSIE 2026 in regard to the above groups has been disseminated to staff, that the necessary checks listed below have been carried out and that there are agreed procedures in place at reception for the management of visitors to school.

Legal Background

The recruitment and engagement of personnel within education is regulated by KCSIE.

- **Engagement of Agency Staff**

KCSIE requires that school must obtain written notification from the supplying organisation that they have carried out the checks on the individual who will be working at school that we would otherwise have obtained. These checks are confirmed by the supplying organisation in a letter of assurance which states:

- For regulated work that an enhanced DBS with children's barring information has been obtained.
- For other work where there is the opportunity for contact with children that an enhanced DBS has been obtained
- School is also required to check that the person arriving for work, is the same person upon whom the checks have been made.
- In practice, this requirement can be met by having a list of agency staff expected for the day and checking this list against photo ID for each arrival.

Further, the supplying organisation may forward a copy of its safeguarding policy to confirm that the following recruitment checks have been carried out:

- ID
- right to work in the UK
- employment history has been reviewed and checked for completeness
- teacher qualifications (where relevant)
- that two satisfactory references have been taken up
- that the Teacher Regulation Agency website has additionally been accessed to make prohibition, direction or restriction checks
-
- **Engagement of Contractors**

A contractor or any employee of the contractor coming onto site will have the opportunity to come into contact with children and therefore an enhanced DBS is required.

The contractor will be required to provide:

- A letter of assurance detailing names of employees and DBS details (disclosure number, date of issue and level of check) of individuals coming onto site,
- Copy of their safeguarding policy to include relevant recruitment checks as listed above,
- **Visitors from other organisations eg social workers, other professionals**

For visitors who are coming to school in a professional capacity, school can request letter of assurance from the organisation that all its staff have been recruited in line with safer recruitment requirements including enhanced DBS checks. Visitors will need to prove their identity using photo ID issued by the organisation.

• Procedures - Visitors to reception

The list of approved contractors, agency workers and other organisations to be used by reception is held on teams admin/reception/single central record and is updated from the single central record held centrally.

Generally, most visitors reporting to reception will either be visitors who have an appointment with a member of staff or contractors coming on site for maintenance or repair to equipment. Other visitors will include parents/carers, agency workers, Exeter College staff, Governors and unscheduled visitors.

The following procedures should be followed in all instances:

1. All visitors to sign in and out, this to include name, organisation, who they are visiting, time in and time out.
2. a) Agency staff to be checked against the list of recognised companies and their identity checked against photo ID or by confirmation from a member of staff.
b) Building contractors to be checked against the names of approved employees held for that contractor on the list and their identity checked against photo ID or by confirmation from a member of staff
c) Invigilators and mentors and other workers will also be on the list and need to be checked as in 2(b)
d) other visitors coming to school to have the organisation that they work for checked to the list and their identity checked to the photo ID issued by their organisation.
3. A green lanyard can be given to all visitors who satisfy checks in item 2 above.
4. Governors will also be on the SCR list and to be issued with a green Governor lanyard.
5. A red lanyard is to be issued to all other visitors to school and to visitors who fail checks listed in item 2.
6. All visitors issued with a red badge must remain in reception until collected by a member of staff who will supervise them until they leave school.

In respect of item 2, these visitors will be notified to reception either through the school calendar or by a list provided to reception in advance of the visit.

Single Central Record

EMS is responsible for collating above information for agency staff, contractors and for obtaining letters of assurance from other organisations, and for providing this to the Senior People Business Partner at Exeter College who manages the SCR on behalf of school. The Senior People Business Partner will advise on maintenance of SCR to ensure completeness and compliance. This is a confidential document.

Appendix 7

Low-level Concerns

This appendix is in relation to any concerns or allegations against staff which do not meet the harm threshold to refer to LADO (Local Authority Designated Officer), referred to as 'low-level' concerns.

Exeter Maths School promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. In this appendix the term staff will include EMS employees, supply staff, volunteers, and contractors.

Any concerns about a member of staff will be reported responsibly and with the right person, recorded and dealt with appropriately, this will enable Exeter Maths School to be able to

- identify inappropriate, problematic, or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

What is a Low-Level Concern?

The term 'low-level' concern does not mean that the concern is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door,
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent and or carer, or other adult within or outside of the organisation; or because of vetting checks undertaken.

Allegation: Any adult linked to our school who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a student in a way that indicates they may pose a risk of harm to student.
- behaved or may have behaved in a way that indicates they may not be suitable to work with student.

Low Level Concern: Any adult linked to our school who has behaved in a way that:

- is inconsistent with the staff code of conduct and ethos of Exeter Mathematics School including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Appropriate:

- Behaviour which is entirely consistent with our school's Code of Conduct, and the Law.

Reporting of Low-Level Concerns

Any member of staff who has a concern about the action/s of another member of staff, volunteer, or contractor, or who on reflection, recognises that their own actions could have been viewed as concerning should inform Headteacher or Designated Safeguarding Lead as soon as possible. If the concern is about the Headteacher then it

must be reported to the Chair of Governors. Any Low-Level concerns that are reported directly to the DSL must be shared with the Headteacher within one working day or sooner if the matter is urgent.

We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

Recording Low-Level Concerns

Any low-level concerns will be recorded in writing which is only by Headteacher and DSL. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

At Exeter Maths School the records are stored within a secure TEAMS platform which is kept confidential, held securely, and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). The records are reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the Headteacher and DSL will decide on a course of action, either through disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO.

All Low-Level concerns will be retained during an individual's employment at Exeter Maths school plus 2 years after end of employment or 5 years, whichever is longest.

Responding to low-level concerns

If the concern has been raised via a third party, the headteacher or DSL should collect as much information as possible by speaking:

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

All information collected will be recorded in writing along with the rationale for their decisions and action taken.

The member of staff identified in the concern will be spoken to by either the Headteacher or the Designated Safeguarding Lead. The potential outcomes of these conversations may include finding positive strategies, access to training courses, identifying lessons learnt. A reflection of the conversation and outcomes will be recorded in the Low-Level Concern file.

Organisations or Individuals using school premises.

Exeter Maths School may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

Information Sharing

Low-level concerns which are shared about supply staff and contractors will be shared with their employers, so that any potential patterns of inappropriate behaviour can be identified.

If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.