

Child Protection and Safeguarding Policy 22/23

Staff reviewer:	Scrutinised by link Governor:	Date signed off at Committee:	Date approved at Board:	Next review date:
<i>Joe Rowing</i>	<i>Jennie Hamilton</i>	<i>13/09/2022</i>	<i>04/10/2022</i>	<i>August 2023</i>

1. Preamble

Key Personnel

The Designated Safeguarding Lead (DSL) is: Joe Rowing

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Telephone: 07950504737 or 01392429020

The deputy DSL(s) are:

Kerry Burnham - KerryBurnham@exeterms.ac.uk - Tel: 01392 429 020

Grace Strachan – gracestrachan@exeterms.ac.uk

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

The designated mental health lead is

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

The nominated child protection governor is: Jennie Hamilton

Contact details: The link governor can be contacted through enquiries@exeterms.ac.uk

The Headteacher is: Kerry Burnham

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Telephone: 01392 429 020

The Chair of Governors is: Tim Pauldon

The Chair can be contacted through enquiries@exeterms.ac.uk

2. Purpose

This policy applies to all staff, trustees, Governors, volunteers, agency staff, students, visitors to, and anyone working on behalf of Exeter Mathematics School. Exeter Mathematics School believes that children 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 2010
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguard Children 2018 (updated Dec 20)
- Keeping Children Safe in Education 2022
- Sexual Violence and sexual Harassment between children in schools and colleges 2017 – updated 2021
- Education and Training (Welfare of Children) Act 2021
- Information Sharing 2018
- Teaching online safety in schools
- What to do if you're worried a child is being abused 2015
- South West Child Protection Procedures Multi-Agency Child Protection Procedures
- Multi Agency Practice Guidelines: Female Genital Mutilation, 2016
- 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 Convention on the Rights of the Child 1991
- Voyeurism (Offences) Act 2019
- Preventing youth violence and gang involvement - Practical advice for schools and colleges
- Prevent Duty 2015
- The Human Rights Act 1998
- Equality Act 2010

Exeter Mathematics School takes seriously its 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 children who are suffering harm.

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.

The aims of this policy are:

- 2.1. To raise awareness of Safeguarding incidents and/or behaviours which can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) 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.
- 2.2. To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners.
- 2.3. To support the young person's development in ways that will foster security, confidence and independence.
- 2.4. 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.
- 2.5. 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.
- 2.6. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 2.7. To emphasise the need for good levels of communication between all members of staff.
- 2.8. To maintain a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 2.9. To develop and promote effective working relationships with other agencies, especially the Police and MAST teams in our area
- 2.10. To ensure that all staff working within our school who have substantial 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.

3. Definitions

- 3.1. Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- 3.2. Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- 3.3. Staff refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- 3.4. The term "Students" includes all on role at EMS. It also includes those enrolled on outreach programme.
- 3.5. Child includes everyone under the age of 18, and those within our care who are over 18 - for the purposes of this policy child/young person are interchangeable.
- 3.6. Some guidance refers to "child-on-child" abuse, the language of which has been echoed here. For clarity within our setting I would consider this to include "peer-on-peer" and interactions across the 17/18 divide.

- 3.7. Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- 3.8. 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 himself/herself, or unable to protect himself/herself against significant harm or exploitation.
- 3.9. Designated Safeguarding Lead (DSL) is the first point of contact for any member of the School staff.
- 3.10. Deputy Designated Safeguarding Lead (DDSL). The deputies are the first point of contact for any staff member who has a concern about the safety and wellbeing of a child, young person or vulnerable adult.
- 3.11. 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
- 3.12. Safeguarding Team refers to the team of Level 3 Child Protection trained staff who support the DSL and DDSLs in safeguarding and child protection across the whole School and at Exeter College.

4. Policy

- 4.1. Exeter Mathematics School procedures for safeguarding children, 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. 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/>
- 4.2. Exeter Mathematics School recognises that it is an agent of referral and not of investigation. It is not the School's responsibility to investigate abuse.

We will ensure that:

- 4.3. The Senior Leadership Team, and Governors understands and fulfils its safeguarding responsibilities.
- 4.4. The Designated Safeguarding Lead (DSL) and Deputies have undertaken level 3 child protection training, as has the School's Headteacher and the Deputy Designated Safeguarding Leads. The Designated Safeguarding Lead is also the lead teacher for Children in Care (CiC), Looked after children (LAC), and other vulnerable adults.
- 4.5. The Mental Health lead is appropriately trained.
- 4.6. We work with Exeter College's Safeguarding team. These team members have undertaken Group 3 Child protection training.
- 4.7. All members of staff are provided with training on induction that complies with local and regional safeguarding boards, Home Office and DFE standards, in order to develop their understanding of the signs and indicators of abuse. This is refreshed every 3 years. All members of staff are trained to be able to complete and submit a Multi-agency referral. Training updates are delivered throughout the year.
- 4.8. 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.
- 4.9. 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 2022 guidance.
- 4.10. We take care to address Specific Child Protection issues as they arise. The following should be referred immediately to the most relevant agency. The issues featured below are linked to guidance and local procedures which can be found on the South West Child Protection Procedures at <https://www.proceduresonline.com/swcpp/>. The list is not intended to be exhaustive:
- 4.10.1. **Prevent Duty.** All EMS staff are trained as part of their induction. 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 form of abuse. The DSL is the single point of contact for Prevent issues. For more information, please see appendix 6
- 4.10.2. **Domestic Abuse and Serious Violence.** Staff at the school are aware of the signs of domestic and serious violence. The School's DSL has received the 'Against Domestic Violence and Abuse' Level 1 training in domestic abuse and will act in an advisory capacity for EMS. The DSL has completed Domestic abuse training from IDAS 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 appendix 5.
- 4.10.3. **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/guardians 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 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. Please see "Procedures on the death of a student" for further guidance.
- 4.10.4. **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.
- 4.10.5. **Ritualistic abuse & Genital Mutilation, including Female genital mutilation and circumcision.** 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 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 appendix 4
- 4.10.6. **Sexually harmful behaviour/Sexual Abuse/Child Sexual Exploitation –** (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf) Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. If the victim is under 18 and there is an imbalance of power the act is classed as Child Sexual Exploitation. The management of children and young people with a history of sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole School community. 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.

Staff should consider a child to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk. The DSL will use the [Devon Children and Families Partnership CSE Screening Tool](#) on all occasions 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.

In all cases if the tool identified any level of concern the DSL should 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.

- 4.10.7. **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 children 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 the barrier to reporting including the provision of anonymous mechanism of referring or self-referring to the safeguarding team.
- 4.10.8. **Youth produced sexual imagery** - All 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'. 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.
- 4.10.9. **Online safety** - Please refer to the School's Online-safety policy and appendix 7 for further details
- 4.10.10. **Missing people/trafficking** - Missing children and young people. A child/young person going missing from education is a potential indicator of abuse and neglect, including modern slavery, sexual abuse and Trafficking. We will monitor absence and take appropriate action
- 4.10.11. **Private fostering** – There is correlation between private fostering and increased risk of abuse. 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),
- 4.10.12. **CiC/ LAC** - The most common reason for children becoming looked after is as a result of abuse or neglect. The School 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. The DDSL is the named contact for CiC and works closely on this issue with the DSL.
- 4.10.13. **Child on child abuse** - All staff should recognise that young people are capable of abusing their peers. This policy applies to all, regardless of age, gender, etc. Research indicates that young people rarely disclose abuse by peers and that if they do, it is likely to be to their friends. Therefore, EMS will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- 4.10.14. **Child Criminal Exploitation (CCE)** is a form of abuse similar to CSE - where an individual or group takes advantage of an imbalance in power to coerce, manipulate or

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

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 dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

4.10.15. **Honour based abuse (HBV)** - 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.

4.11. **Vulnerable groups and protected characteristics.** -To ensure that all of 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:

4.11.1. Disabled or have special educational needs. In particular we have an eye to the emerging correlation between radicalisation and autism

4.11.2. Young carers

4.11.3. Students affected by their own and/or parental illness, incarceration, substance misuse, domestic abuse or parental mental-health needs

4.11.4. Asylum seekers and refugees

4.11.5. Those vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, sexuality or gender identity.

4.11.6. Those at higher risk of female genital mutilation (FGM), forced marriage or extremism

4.12. **Other stakeholders**

4.12.1. Governors at the School receive Child Protection training on a 3 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.

4.12.2. 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 information which includes relevant safeguarding information when their child begins their education at Exeter Mathematics School.

4.13. **Safer Recruitment**

4.13.1. Selection and recruitment of staff includes all appropriate checks on staff suitability, according to Safer Recruitment guidelines and will be compliant with the requirements of the Independent Safeguarding Authority, including cursory online and social media checking.

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

4.13.3. 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.

4.14. Responsibilities

- 4.14.1. 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.
- 4.14.2. We have a DSL, who is responsible for:
- 4.14.3. The monitoring of child protection and safeguarding of students within the School. The DSL acts as a focal point for staff to discuss concerns and liaise with other agencies and professionals.
- 4.14.4. Communication with the Deputy safeguarding lead. The DSL meets with the DDSLs informally on a daily and formally on a weekly basis.
- 4.14.5. Encouraging a culture of listening to young people and taking account of their wishes and feelings. 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
- 4.14.6. Maintaining an appropriate level of training and keeping up to date with current training and best practice to enable Staff to fulfil their role, including attending relevant training provided by the School, Exeter College and the LDP.;
- 4.14.7. Referring a child/young person/vulnerable adult if there are concerns about possible abuse, to the Children's Services Local Referral, Intervention and Assessment Service Team, and act as a focal point for staff to discuss concerns. Referrals to MASTs and early help should be made in writing, using the appropriate Multi Agency Referral Form.
 - 4.14.7.1. Ensuring that when a student leaves the School early to join a different college/6th form, their child protection file is passed to the new provider (ensuring secure transit) and that confirmation of receipt is obtained;
 - 4.14.7.2. Ensuring that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
 - 4.14.7.3. Ensuring that any student currently with a child protection plan who is absent from the educational setting without explanation for two days is referred to their key worker's MASH Team;
 - 4.14.7.4. Contributing to and providing, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at Devon County Council;
 - 4.14.7.5. Have an understanding of locally agreed processes for providing early help and intervention and support members of staff where Early Help is appropriate;
 - 4.14.7.6. Record keeping – Child Protection records are kept centrally and securely by the DSL in line with Data protection regulations.
 - 4.14.7.7. Prevent Duties. The DSL is the designated prevent lead and as such is responsible for ensuring all staff are aware of their Prevent duty.
- 4.14.8. All staff are responsible for Child Protection, including the prevention of radicalisation, and must refer disclosures, allegations or suspicions of abuse to the DSL as soon as possible, within 24 hours of disclosure, using the incident referral form at <https://exetermathematics.cpoms.net/dash>.

4.15. Confidentiality

- 4.15.1. Exeter Mathematics School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-

- agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns
- 4.15.2. All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.
 - 4.15.3. 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.
 - 4.15.4. All staff must be aware that they cannot promise a child, young person or vulnerable adult to keep secrets which might compromise the safety of themselves, or of another.
 - 4.15.5. 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 incident referral form at <https://exetermathematics.cpoms.net/dash>.
 - 4.15.6. 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.
 - 4.15.7. Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is ever necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from a student's other records.
 - 4.15.8. Child protection records are normally exempt from the disclosure provisions of GDPR and the Data Protection Act, which means that children and parents do not have an automatic right to see them. The Data Protection Act does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child or support a criminal investigation.
 - 4.15.9. Staff should only discuss concerns with the DSL, headteacher/principal 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.
 - 4.15.10. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2022) emphasises that any member of staff can contact children's social care if they are concerned about a child.
 - 4.15.11. 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
 - 4.15.12. 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.

4.16. Supporting Staff

- 4.16.1. 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.
- 4.16.2. 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 Exeter College's occupational health nurse, our wellbeing support team or an external provider.
- 4.16.3. 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.

4.17. Allegations Against Staff

- 4.17.1. All staff should take care not to place themselves in a vulnerable position with a child, young person or vulnerable adult.
- 4.17.2. 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.
- 4.17.3. 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 (DfE, 2022).
- 4.17.4. 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.gcsx.gov.uk).
- 4.17.5. 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.
- 4.17.6. **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.
- 4.17.7. 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
- 4.17.8. 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.
- 4.17.9. Low level concerns can be reported to the Headteacher directly or indirectly through the safeguarding lead.
- 4.17.10. 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

- 4.17.11. On receipt of a concern the Headteacher or the safeguarding lead (if appointed) will investigate sensitively and proportionately and take action that addresses unprofessional behaviour and supports the individual to correct it at an early stage
- 4.17.12. All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the source of the information will also be noted unless the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be kept securely by the headteacher, reviewed, and acted upon in line with our HR policies so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, we will follow our disciplinary procedures. Where a pattern of behaviour moves from a low level concern to meeting the harm threshold, it will be referred to the LADO
- 4.17.13. Low level concerns might include behaviour that:
 - 4.17.13.1. is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
 - 4.17.13.2. being over friendly with children
 - 4.17.13.3. having favourites
 - 4.17.13.4. taking photographs of children on their mobile phone, contrary to school policy
 - 4.17.13.5. engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - 4.17.13.6. humiliating children.

4.18. Whistle blowing

- 4.18.1. We recognise that children, young people and vulnerable adults cannot be expected to raise concerns in an environment where staff fail to do so.
- 4.18.2. 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.

4.19. Behaviour and Safeguarding

- 4.19.1. All students will be aware of the student code of conduct. The student code of conduct is linked to the student disciplinary process.
- 4.19.2. 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.

4.20. Physical Intervention

- 4.20.1. Our policy is not to use physical intervention. If a situation has deteriorated to such a point as physical restraint is necessary then the police should be called. It is not realistic to intervene between adults in a safe fashion.
- 4.20.2. We recognise that touch can be appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

5. Implementation

5.1. In line with KCSiE 2022 – Role of the DSL Annexe C - The Designated Safeguarding lead will:

5.1.1. Provide advice guidance and support on:

- 5.1.1.1. New legislation
- 5.1.1.2. Managing reports of vulnerable students
- 5.1.1.3. Allegations against staff in collaboration with Exeter College's HR department.
- 5.1.1.4. Specific circumstances of abuse including but not limited to:
 - 5.1.1.4.1. Radicalisation
 - 5.1.1.4.2. Female genital mutilation
 - 5.1.1.4.3. Forced marriage
 - 5.1.1.4.4. Domestic Violence and abuse
 - 5.1.1.4.5. Sexual Violence and harassment
 - 5.1.1.4.6. Online safety
 - 5.1.1.4.7. Child on Child abuse
 - 5.1.1.4.8. Sexual abuse
 - 5.1.1.4.9. Young Carers

5.1.2. Develop good working relationships and partnerships: including the following groups in particular:

- 5.1.2.1. Exeter College's Safeguarding Team
- 5.1.2.2. Local Safeguarding partnerships
- 5.1.2.3. Other LA equivalents to the DSB in our catchment area
- 5.1.2.4. CHANNEL panel & South West Prevent forum
- 5.1.2.5. The LADO
- 5.1.2.6. Multi-agency teams
- 5.1.2.7. CAHMS
- 5.1.2.8. Early-Help

5.1.3. Deliver training and raise awareness – this will include:

- 5.1.3.1. Staff training on Child Protection and Safeguarding and associated issues.
- 5.1.3.2. Providing written guidance

5.1.4. Promote safe and positive environments via;

- 5.1.4.1. Recruitment and selection in collaboration with Headteacher, Business Manager and Exeter College's HR team.
- 5.1.4.2. Record Keeping – Logging, monitoring and review of vulnerable students.

5.1.5. Develop practice and plan for

- 5.1.5.1. Specific issues which may have a Child Protection aspect

- 5.1.5.2. Ensure the Exeter Mathematics School Child Protection policy is updated and reviewed at least annually.

5.1.6. Ensure compliance with Monitoring

- 5.1.6.1. Compliance with DFE, local, regional and national procedures or standards

5.1.7. Be accountable;

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

5.1.8. Be the primary contact for all referrals

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

5.1.9. Be responsible for training;

- 5.1.9.1. All new Exeter Mathematics School staff are trained in Safeguarding and Prevent as part of their induction. Every two years this is updated with a level two course. Governors are appropriately trained at induction and given annual refresher training
- 5.1.9.2. To ensure that all staff recognise how to identify signs of abuse and when it is appropriate to make a referral.
- 5.1.9.3. Ensure that each member of staff has access to the Exeter Mathematics School Child Protection policy and KCSiE pt1.
- 5.1.9.4. Pursue their own CPD and attend any relevant or refresher courses at least every 2 years.

5.1.10. Transfer of Files

- 5.1.10.1. Be responsible for the safe and timely transfer of a student's safeguarding file, in line with the guidance given in KCSiE 2022

5.2. Photography, Video, Images and other Media

To protect students, we will

- 5.2.1. seek their consent for photographs to be taken or published (for example, on our website or newspapers or publications)
- 5.2.2. seek parental consent for under 18's
- 5.2.3. use only the student's first name with an image
- 5.2.4. ensure students are appropriately dressed
- 5.2.5. encourage students to tell us if they are worried about any photographs that are taken of them.

5.3. Building Security

- 5.3.1. 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.
 - 5.3.1.1. The student access is controlled by the student/staff keycard access and monitored by CCTV. Access for students ceases out of school hours.

5.3.1.2. Access to the main school entrance at the front of the building is controlled by reception staff.

5.3.2. **Visitors**

5.3.2.1. 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.

5.3.2.2. 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. Blue is for members of staff.

5.3.2.3. 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 fetch a member of SLT.

5.3.2.4. Unexpected or unknown visitors are refused entry until they are cleared by SLT/appropriate member of staff – See entry flowchart.

5.4. **Contractors:**

5.4.1. 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.

5.4.2. All contractors shall need to provide a suitable means of identification on arrival.

5.4.3. If a contractor fails to adhere to either of these points; they shall be refused entry to the site.

5.4.4. 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.

5.4.5. 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.

5.4.6. Code of conduct for contractors. When on site, contractors should:

5.4.6.1. Work safely and responsibly and be aware of responsibility for own actions and behaviour.

5.4.6.2. 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.

5.4.6.3. 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.

5.4.6.4. Work and be seen to work, in an open and transparent way.

5.4.6.5. Stay within the agreed work area and access routes.

5.4.6.6. Obtain permission, if need arises, to go outside the agreed work area or access routes.

5.4.6.7. Keep staff informed of where they are and what they are doing.

5.4.6.8. Dress and act professionally – No profane or inappropriate language.

5.4.6.9. Be mindful of the need to avoid placing themselves in vulnerable situations.

5.4.6.10. Wear allocated School ID badge at all times on site.

5.4.6.11. 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.

5.5. **OUTDOOR LEARNING and Residential Accommodation Supplementary guidance/procedures.**

5.5.1. **Residential Centres**

- 5.5.1.1. When young people are changing and showering staff need to ensure that they do not allow themselves to be compromised.
- 5.5.1.2. Staff must always ask for permission to enter the bedrooms of young people.
- 5.5.1.3. Conversations should be conducted from the open doorway.
- 5.5.1.4. Staff must ensure that they do not enter a bedroom when to do so would mean they would be alone with a young person.
- 5.5.1.5. 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 safeguarding policy should then be followed.

5.5.2. Boarding Accommodation

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

5.5.3. Homestay Hosts

- 5.5.3.1. The school does not current use homestay accommodation.

5.5.4. Outdoor Learning Activities

- 5.5.4.1. 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.
- 5.5.4.2. 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.
- 5.5.4.3. 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 Students.
- 5.5.4.4. 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.
- 5.5.4.5. 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. Mathematics School policy should be followed.

6. 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
- Staff Code of Conduct
- Substance misuse policy
- Health and Safety Policy
- Equality & Diversity Policy

- Educational Visits Policy
- Safer Recruitment Policy
- Pastoral & Accommodation Officer Handbook
- Prevent Risk Assessment
- Procedures on the death of a student
- Electronic Communications code of practice
- Student behaviour management policy
- ICT acceptable use agreement
- Whistleblowing policy

7. Monitoring, Review and Evaluation

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

8. 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.

<p>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></p> <p>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.</p>					
<p>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></p> <p>Staff and governors are consulted in the writing of this.</p>					
<p>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></p> <p>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.</p>					
<p>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:</p> <ol style="list-style-type: none"> 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 					
<p>Issue Assessed <i>E.g. policy section or practice.</i></p>	<p>Protected Group</p>	<p>Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and</i></p>	<p>Justification <i>Can the issue be justified for academic</i></p>	<p>Proposed Action/Timeline <i>If this has a negative impact, what will you do</i></p>	<p>Person responsible for action(s)</p>

		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?	
<p>5. Monitoring How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</p> <p>This policy is reviewed at least annually</p>					
<p>6. Summary Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</p> <p>No Actions</p>					

For further information regarding any child protection procedure, please consult <https://www.proceduresonline.com/swcpp/>

Other useful Contacts:

Devon Early Years and Childcare Service www.devon.gov.uk/eycs

Child Exploitation and Online Protection Agency www.ceop.org.uk

NSPCC Safe (Safe Activities for Everyone) Network www.safenetwork.org.uk

Local Authority Designated Officer (LADO) - ladosecure-mailbox@devon.gcsx.gov.uk 01392 384964

Multi-agency Safeguarding Hub (MASH) 0345 155 1071

email: mashsecure@devon.gcsx.gov.uk

MASH Consultation Line 0345 155 1071 (ask for Consultation Line)

Early Help co-ordination centre 0345 155 1071 (ask for Early Help)

Out of hours for CYPS (Social Care):

5pm -9am and at weekends and public holidays, please contact:

Emergency Duty Service 0845 6000 388 (low-rate call)

Police Central Referral Unit: 0845 605 116

Early help Consultation Service:

If you have concerns about a child but are unsure whether to make a Social Care referral. The numbers are available here: <https://www.dcfp.org.uk/document/early-help-locality-contact-information/>

DCFP

Head of Safeguarding: 01392 386091

DCFP Office: Christina Ashforth 01392 383000

Child Protection Chairs and Local Authority Designated Officers for managing allegations against staff:

Allegations against staff Referral Co-ordinator 01392 384964

Devon's Domestic Abuse Helpline 0345 155 1074

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Devon Safeguarding Children Board and Local Authority.

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits

- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2

Sexual Abuse & Sexual Harassment.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual abuse and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type abuse and rituals

This abuse may be perpetrated and suffered by students of all ages and we are wary to child on child cases.

Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol “Working with Sexually Active Young People” available at www.devon.gov.uk/safeguarding by choosing Safeguarding Children – Protocols and Guidance for Professionals.

Appendix 3

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 4

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and abuse against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services.

For further information see: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Appendix 5

Domestic Abuse and Violence

How does it affect children?

Children can be traumatised by seeing and hearing abuse and violence. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/>

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

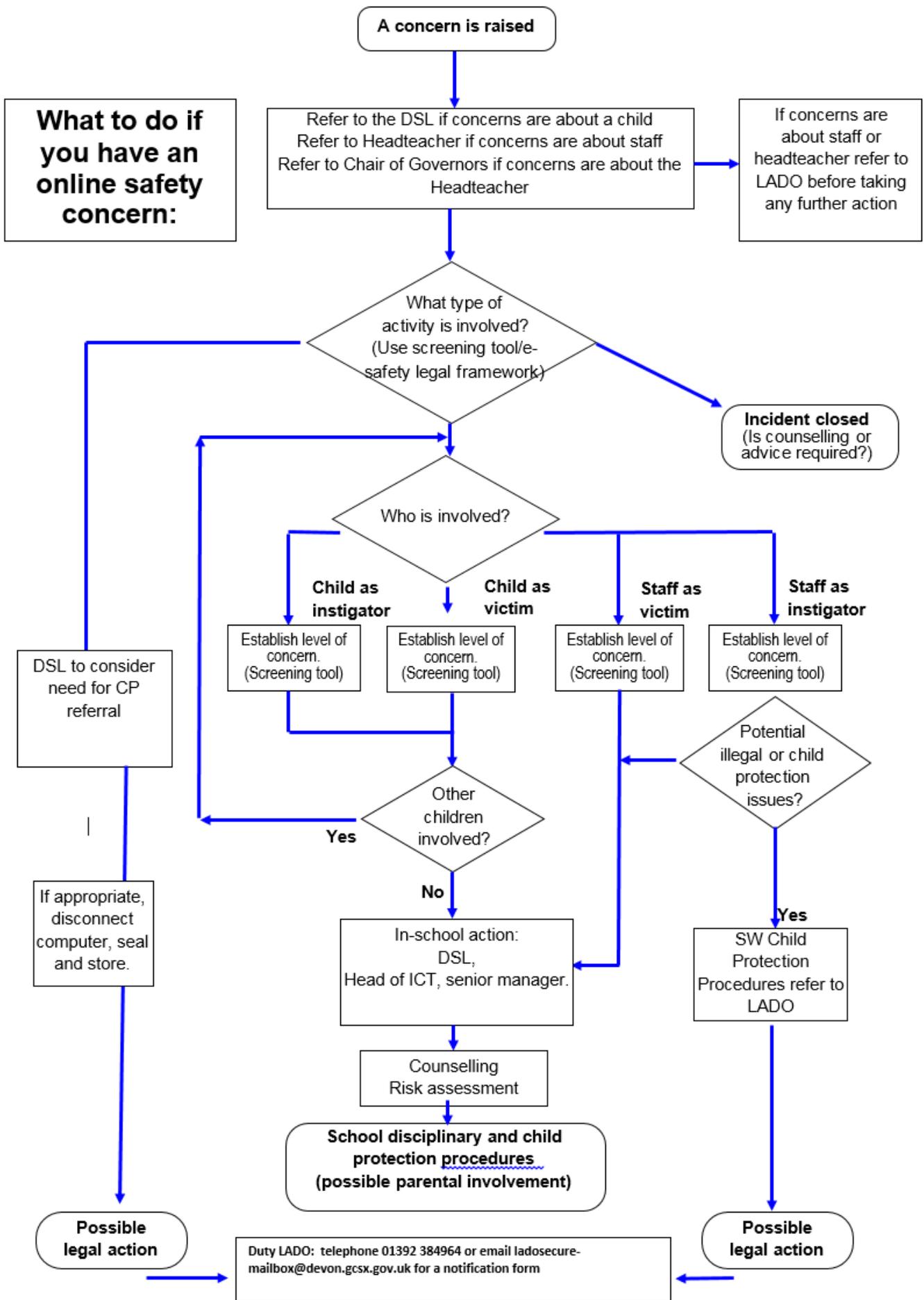
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community abuse in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of abuse to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

[The Prevent Duty can be accessed via this link.](#)



Appendix 8

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

[Schools transgender toolkit](#)

[Intercom trust transgender guidance](#)

For Early Help Assessment, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

Email: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Enquiry Form available at:

<https://www.dcfp.org.uk/training-and-resources/multi-agency-safeguarding-hub-in-devon/>

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

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 Team

Senior Manager: TBC

Manager Exeter and South: TBC

Manager Mid & East: Ian Flett 07815 562 370

Manager South & West: Karen Hayes 07854 253424

Manager Northern: Sarah Simpson 07854 304 512

Locality Early Help Mailbox

North: earlyhelpnorthsecuremailbox@devon.gcsx.gov.uk

Mid & East: earlyhelpmideastsecuremailbox@devon.gcsx.gov.uk

South & West: earlyhelpsouthsecuremailbox@devon.gcsx.gov.uk

Exeter: earlyhelpexetersecuremailbox@devon.gcsx.gov.uk

For emergencies outside of office hours please call:

0345 600 0388 or 0845 600 0388