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EXETER CATHEDRAL SCHOOL

Nursery | Pre-Prep | Prep

Safeguarding Policy (P03)

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| Reviewed by: | Sarah Reddington, Designated Safeguarding Lead |
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Contents

1. Introduction
2. Aims
3. Responsibilities and Expectations
 - Governing body
 - Responsibilities of the DSL – Designated Safeguarding Lead
 - Responsibilities of every member of staff and volunteer at ECS
4. Recognising concerns, signs and indicators of abuse
5. How to act if you are concerned that a child may be at risk or may be suffering abuse
6. DSL's Procedure for Referral
7. How to act if in receipt of a disclosure or allegation
8. Managing Allegations
9. Training
10. Preventing Radicalisation (The Prevent Duty)
11. Female Genital Mutilation (FGM)
12. Sexting
13. Online safety
14. Children Missing Education
15. Guidance to Staff on Prudent Conduct to avoid Allegations of Abuse
16. Responsibility for the Safeguarding of Choristers
17. Useful Contacts
18. Current Safeguarding Issues
19. Related School Policies
20. Legislation relating to this Policy
21. Keeping Children Safe in Education, Part 1 (Sept 16)



1. Introduction

The safety and welfare of all our pupils at Exeter Cathedral School is our highest priority. The safeguarding of children and young people is everyone's responsibility.

The purpose of Exeter Cathedral School's safeguarding policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those pupils who attend our school. This policy applies to the whole school including the Early Years Foundation Stage.

Our safeguarding policy is available on our school website and via the school office. We can arrange for our policy to be made available to parents whose first language is not English, on request.

This policy should be read in conjunction with the following Government documentation:

- What to do if you're worried a child is being abused (2015)
- Keeping Children Safe in Education (Sept 16)
- Working Together to Safeguard Children (March 2015)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parent and carers (March 2015)
- Revised Prevent Duty Guidance: for England and Wales (September 2015)
- The Prevent Duty: Departmental advice for schools and childcare providers (June 2015)
- The use of social media for online radicalisation (July 2015)

It is also to be read in conjunction with other school policies and the Staff Code of Conduct, issued to staff and volunteers annually, which all personnel are expected to follow.

2. Aims

This policy is drawn up in accordance with the Devon locally agreed inter-agency procedures and it aims to ensure that:

- all our pupils are safe and protected from harm;
- other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils.

All children deserve the opportunity to achieve their full potential. In 2003, the Government published the *Every Child Matters* Green Paper alongside the formal response to the report into the death of Victoria Climbié. The Green Paper set out five outcomes that are key to children's and young people's wellbeing:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing.



The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work within this school.

Safeguarding in Exeter Cathedral School is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their five outcomes.

Exeter Cathedral School recognises the contribution it can make in ensuring that all pupils who are registered at or who use our school feel they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

We teach safeguarding to our pupils including boarders through our PSHE curriculum, assemblies, visiting speakers, school council, prefect meetings, online safety lessons, form periods and pastoral care. We have notices around the school letting visitors and pupils know who to approach if they have any concerns.

3. Responsibilities and Expectations

Governing body

The governing body of Exeter Cathedral School has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them.

The governing body should also ensure:

- that the policy is made available to parents and carers if requested;
- that all staff and volunteers are properly checked to make sure they are safe to work with the pupils who attend our school;
- that the school has procedures for handling allegations of abuse made against members of staff (including the Headmaster) or volunteers;
- that the school has appointed a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school;
- that a member of the governing body is nominated to be responsible in the event of an allegation of abuse being made against the Headmaster;
- that relevant safeguarding training for school staff and governors is attended;
- that safeguarding policies and procedures, and the efficiency with which the related duties have been carried out, are reviewed annually and information provided to the Local Authority about them and about how the above duties have been discharged;
- that any deficiencies or weaknesses in safeguarding arrangements which become apparent are remedied without delay.



The governing body must work in line with the statutory guidance Working Together to Safeguard Children (2015):

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

All governors must read Keeping Children Safe in Education – Statutory Guidance for Colleges and Schools (Sept 16):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

The Named Member of the governing body for safeguarding is Canon Ann Barwood.

Responsibilities of the Designated Safeguarding Lead

The school's Designated Safeguarding Lead (DSL) is Sarah Reddington (Head of Lower Years).

In her absence James Featherstone (Headmaster) will act as DSL.

The Designated Person for Safeguarding in the school's Early Years Foundation Stage and Years 1 & 2 is Katie Fisher (Head of Pre-Prep).

The Designated Safeguarding Lead must:

- ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency;
- ensure that the school has discharged all its training responsibilities (see section 9 – Training);
- attend or ensure that a senior member of staff, who has the relevant training and access to appropriate supervision, attends, where appropriate, all child protection case conferences, reviews, core groups or meetings where they concern a child at our school and contribute to multi-agency discussions to safeguard and promote the child's welfare;
- complete safeguarding audits as required by the Devon Safeguarding Children Board which demonstrate that the safeguarding arrangements in the school are being met;
- develop effective working relationships with other agencies and services;
- ensure that the Headmaster is kept fully informed of any concerns;
- decide whether to take further action about specific concerns;
- ensure that accurate records relating to individual children are kept separate from their academic file in a secure place and marked 'Strictly Confidential' and that these records are passed securely should the child transfer to a new provision;
- ensure that particular attention is paid to the attendance and development of any child for whom the school has concerns or who has been identified as being the subject of a Child Protection Plan (formally referred to as the Child Protection Register) and that a written record is kept separate from the child's academic file;
- provide guidance to parents, children and staff about obtaining suitable support;
- ensure that the school's letting policy will request that where appropriate (if children are in the group) the hirers provide evidence of their safeguarding policy, procedures and DBS compliance;
- ensure that community users organising activities for children are aware of and understand the need for compliance with the school's safeguarding policy, procedures and guidance;
- ensure that the school's staff recruitment policy and procedures include all legal checks on staff and volunteers;



- ensure that all volunteers, governors and staff have been issued with the Staff Code of Conduct;
- ensure that the school discharges its statutory duty to refer information to the Disclosure and Barring Service regarding any person (employed or volunteer) who it is felt poses a risk to children, having carried out their duty to involve the Local Authority Designated Officer (LADO) before making a referral;
- ensure that the name of the Designated Safeguarding Lead is displayed throughout the school together with the contact details of ChildLine and the NSPCC;
- ensure that when a pupil who is or has been the subject of a Child Protection Plan changes school, the social worker responsible for the case is informed and the appropriate records are transferred to the Designated Safeguarding Lead in the receiving school, in a secure manner and separate from the child's academic file;
- ensure that where any staff from another organisation have responsibility for ECS pupils on another site, the school obtains assurances from that organisation that such staff have undergone appropriate checks.

If a self-assessment safeguarding audit highlights any areas for improvement, these will be detailed in an action plan which will be signed off and monitored by the Named Member of the governing body for safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared with the Devon Safeguarding Children Board which will have an auditing role in ensuring the school is meeting its safeguarding requirements under sections 175 and 157 of the Education Act 2002 for both maintained and independent schools.

Responsibilities of every member of staff and volunteer at ECS:

- it is the responsibility of every staff member of Exeter Cathedral School to ensure that safeguarding is a focus of all activities within our school community;
- all staff and volunteers within school are obliged to act on all child protection concerns immediately;
- we hope that parents and guardians will always feel able to take up issues or worries they have with the school. Open communication is essential;
- all staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as lead professional in undertaking an early help assessment.

4. Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. It includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety. The witnessing of abuse can have a damaging effect. Abuse will have a significant impact on the health and emotional wellbeing of the child who was abused. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise because children may behave differently or seem unhappy for many reasons as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.



The following definitions have been taken from Keeping Children Safe in Education (July 2015).

Physical abuse

This form of abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child or young person can have severe and long-term adverse effects on their emotional development. Emotional abuse may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another (for example domestic violence). It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Symptoms that can indicate emotional abuse include: excessively clingy or attention-seeking behaviour; very low self-esteem or excessive self-criticism; withdrawn behaviour or fearfulness; lack of appropriate boundaries with strangers; an over-eagerness to please; eating disorders and self-harm; inappropriate levels of expectation.

Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching through clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse include: allegations or disclosures; genital soreness and injuries; sexually transmitted diseases; inappropriate sexualised behaviour including words, play or drawing.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development, constitutes neglect. It may also include failure to meet, or unresponsiveness to, a child's basic emotional needs. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);



- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

Indicators of neglect can include: growth delay, continuous hunger, poor hygiene and poor school attendance.

5. How to act if you are concerned that a child may be at risk or may be suffering abuse

All child protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse (be it by an adult outside school, the Headmaster or a member of staff, volunteer or one or more pupils), you must inform the Designated Safeguarding Lead at the first available opportunity. (See section 8 – Managing Allegations – for further details about managing allegations against teachers and other staff.)

The Designated Safeguarding Lead will decide, with your input, whether to refer the matter to the Multi-Agency Safeguarding Hub (MASH). Any referral should be made within 24 hours of the disclosure or initial suspicion.

All adults, including the DSL, have a duty to refer all known or suspected cases of abuse and it is your responsibility to ensure that your concerns have been dealt with in an appropriate and timely manner. You should challenge the actions of the DSL if necessary, and may contact MASH yourself if you feel it necessary.

Concerns involving children in Year 2 and below should be reported to the Designated Person for Safeguarding in EYFS and Years 1 & 2 (see section 3 – Responsibilities and Expectations), or in their absence to the school's Designated Safeguarding Lead (see section 3) or in their absence to the Headmaster. Concerns about children in Year 3 and above should be reported to the school's Designated Safeguarding Lead in the first instance or, in their absence, to the Headmaster.

If you are unable to report to one of those listed in the paragraph above, you should not delay reporting your concerns. It is your responsibility to contact either MASH or the police or other relevant agency, informing the DSL of your actions at the first available opportunity. (Details of how to refer are in section 17 – Useful Contacts.)

Where a disclosure is made to a visiting staff member from a different agency, e.g. Balloons or the vaccination nurse, it is the responsibility of that agency staff to formally report the disclosure to the school's Designated Person or Designated Safeguarding Lead in the first instance. Where the disclosure is made by a child attending an alternative provision, the concerns should be recorded and referred to the on-site Designated Safeguarding Lead and a formal notification made to the school's DSL where the child is on roll for information or appropriate action to be taken. Any records made should be kept securely on the child's child protection file at the main school site.



6. DSL's Procedure for Referral

Member of staff shares information with DSL

Decision-making process:

- is the child at risk of significant harm? – Contact children's social care/ contact the police if you suspect a crime has taken place.
- does this constitute abuse?

Assess by referring to definitions of abuse and, if necessary, telephoning the Local Authority Designated Officer (LADO), MASH or the social worker consultation line (see section 15 – Useful Contacts).

YES

- make an official approach to MASH/Police;
- this approach must be made within 24 hours (in writing, or with written confirmation of a telephone referral).

NO

- make written records, including reasons for your decision;
- take appropriate action to address the concern;
- **is the child in need?** - If Yes - DSL contacts children's social care for support and draw up an action plan of support. (*A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.*)
- report back to the member of staff, making them aware of policy and the reasons for your decision;
- remind the member of staff about the options open to them, e.g. contacting Social Services themselves.

When deciding whether to make a referral, the DSL should not make a decision over what appear to be borderline cases, but should instead discuss the doubts and concerns with the Local Authority Designated Officer (LADO), MASH or the social worker consultation line.

7. How to act if in receipt of a disclosure or allegation

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you do the following:

- stay calm and listen carefully;
- reassure them that they have done the right thing in telling you;
- do not investigate or ask leading questions. Remember you may ask the TED questions:
 - T – Tell me what happened
 - E – Explain how it happened
 - D – Describe what happened



- let them know that you will need to tell someone else, if you think they are or someone else might be at risk;
- do not promise to keep what they have told you a secret. However, say that you will let them know who you are telling and what;
- inform your DSL as soon as possible;
- make a written record of the allegation, disclosure or incident which you must sign, recording your position, and the time and date. You may use the school's safeguarding record log forms for this, copies of which can be obtained from the DSL;
- if you require a body map to be completed this may also be obtained from the DSL.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Headmaster. Where those concerns relate to the Headmaster, however, they should be reported to the Chair of Governors using the school's Whistle-blowing policy (HR15).

8. Managing Allegations

We are aware of the possibility of allegations being made against members of staff, the Headmaster or volunteers who may come into contact with children and young people whilst in our school. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- abuse has actually taken place;
- something has happened to the child that reminds them of a past event. The child is unable to recognise that the situation and people are different – children can misinterpret your language or your actions.
- some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out;
- an allegation can be a way of seeking attention.

If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority. At any stage of consideration or investigation, all unnecessary delays should be avoided.

Schools must not undertake their own investigations of allegations without prior consultation with the Local Authority Designated Officer (LADO) or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Contact details for the LADO can be found in section 15 – Useful Contacts.

All allegations are to be reported straight away to the DSL. The DSL will keep the Headmaster informed, or in the Headmaster's absence the DSL will keep the Chair of Governors informed. If the DSL is the subject of the allegation, the report should be given to the Headmaster or, in his absence, to the Chair of Governors. If the Headmaster is the subject of the allegation, the allegation should be brought to the attention of the Chair of Governors without first notifying the Headmaster.



Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children should be agreed.

The school will need to consider safeguarding arrangements of the child to ensure that they are away from the alleged abuser. The school will need to be mindful of the rights of the staff member for a fair and equal process of investigation.

The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school should give due weight to the views of the LADO and the police when making a decision about suspension. The school may need to make arrangements for alternative accommodation away from children in cases where a member of the boarding staff is suspended pending an investigation of a child protection nature.

The school is aware that there are restrictions on the reporting or publishing of allegations against teachers and will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE or NCTL publish information about an investigation or decision in a disciplinary case.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

In the event of a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practices to help prevent similar events in the future.

Referrals to DBS and NCTL

The school is committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The school understands that it is important that reports include as much evidence about the circumstances of the case as possible, that failure to make a report constitutes an offence and that 'compromise agreements' cannot apply in this connection or where the individual refuses to cooperate with an investigation.

The school is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring



the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Further guidance is published on the NCTL website.

Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.

Disqualification from Childcare (September 2015)

By law, schools must not knowingly employ anyone to provide or manage childcare who is disqualified under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009. A form is sent to all those who work with children under the age of 8 containing questions that will enable the school to ascertain whether they may be disqualified either directly or because someone living or working in their household is disqualified. (Even if they have no cause to believe that they are currently disqualified, they must inform the school of any change in their circumstances, including new facts or information about those living or working in their household, which would lead the school to believe that they have become disqualified.) This form is kept by the Bursar and issued annually.

9. Training

The Headmaster and all members of staff and volunteers will have access to whole school safeguarding training updates regularly throughout the year as well as whole school training days. All staff, including temporary staff and volunteers, will be provided with induction training which includes:

- details of the this policy, and the included Guidance to Staff on Prudent Conduct to avoid Allegations of Abuse (section 15);
- the Staff Code of Conduct;
- the identity of the Designated Safeguarding Lead;
- a copy of Keeping Children Safe in Education, Part 1, which all staff are required to read (see section 20);
- a child protection course online – Educare.

The DSL will undertake further safeguarding training in addition to whole school training. This will be carried out at least every two years and will update awareness and understanding of the impact of the wide agenda of safeguarding issues. This training will be provided by the local social services department or an external welfare agency acceptable to the Devon Safeguarding Children Board. This will support the DSL to better undertake their role and will also support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils. This includes taking part in multi-agency training in addition to safeguarding training.

Our governing body will have access to safeguarding training and our Named Governor for safeguarding will also undertake additional training at least every two years. Our safeguarding arrangements are reported on a termly basis to our governing body and our Safeguarding Policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.



10. Preventing Radicalisation (The Prevent Duty)

The DSL has undertaken Prevent training. Staff are alert to their responsibilities to identify any child who is at risk of being radicalised and know how to intervene appropriately and proportionately. Staff are aware of the need to protect children from radicalisation and they must follow the guidance set out in Keeping Children Safe in Education (July 2015). Section 29 of the Counter-Terrorism and Security Act 2015 (the Prevent duty) states the statutory guidance.

Personal information in respect of the Prevent programme is shared on a case-by-case basis.

Visiting speakers are only invited in by staff and not children. Staff are to ensure that such speakers are suitable and they are appropriately supervised, signed in and have been ID checked. It is important that if a speaker is not known they are checked out in advance via Google or references.

11. Female Genital Mutilation (FGM)

From October 2015 all teachers have a statutory duty to report to the police where they discover through disclosure by the victim that FGM appears to have been carried out on a girl under the age of 18. Those failing to report such cases will face disciplinary sanctions.

12. Sexting

If staff suspect or are aware of sexting issues at school they must report this to the DSL immediately. The school will involve the parents and take advice from the police. PSHCME in year 8 involves a lesson on the danger of 'Sexting' so that pupils can be safe and are aware of the consequences of this illegal behaviour.

13. Online safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people Exeter Cathedral School will ensure that we have in place appropriate measures such as security filtering and an acceptable use policy linked to our e-safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside school and are aware of the dangers associated with social networking sites.

Our e-safety policy clearly states that mobile phone or electronic communication with a pupil at our school is not acceptable other than for approved school business. If we suspect that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

In line with our Anti bullying policy we teach children to be safe online through PSHCME, IT, Form periods, assemblies and talks. We escalate any cases of misuse or content, contact or conduct online that is abusive or causes harm.



14. Children Missing Education

All children, regardless of their circumstances, are entitled to full-time education according to their age and any special educational needs they might have. A child missing education is a potential indicator of abuse or neglect. Staff must inform the DSL of any pupils who on repeat occasions are missing. We have to inform the Local Authority of any child who fails to attend school regularly or who has been absent without permission for a continuous period of 10 school days or more.

15. Guidance to Staff on Prudent Conduct to avoid Allegations of Abuse

As outlined in the Staff Code of Conduct, it is important that the behaviour and actions of members of staff do not place pupils or themselves at risk of harm or of allegations of harm to pupils (for example, in one-to-one tuition, sports coaching, conveying a pupil by car or engaging in inappropriate electronic communication with a pupil):

- if speaking to an individual pupil in a room, staff should either leave a door open or position themselves so that they can be seen through either a window or glass in the door;
- staff should not communicate with pupils on a private or social basis either by e-mail or through social networking sites;
- staff should be aware that any form of physical contact with a pupil has the potential to be misconstrued and could result in an allegation. However, it is recognised that there can be occasions when physical contact is appropriate in exercising compassionate pastoral care. Where such contact is appropriate, for instance when a child is injured or in considerable distress, staff should ensure that they are clearly visible to other adults or children to avoid any possibility of their actions being misconstrued.

Use of Mobile Phones and Cameras in School

Members of staff may not carry mobile phones in the KS1 and EYFS classrooms. Staff are prohibited from taking pictures of children on mobile phone cameras. Staff who wish to take photos of children pursuing school activities for reasons of publicity and record-keeping may do so under the following conditions:

- only a school camera and school memory card may be used; (School cameras are currently stored in the librarian's pigeonhole in the Chantry staff room and in the Hall House staff room.)
- the photos must be stored on a password-protected area of the school computer system only;
- once uploaded, the photos should be deleted from the memory card.

There may be reasons why a particular member of staff may need to deviate from the above. Any member of staff wishing to do so should seek written consent from the DSL in the first instance. Consent will generally be granted by the DSL in consultation with the Headmaster for a stated purpose and within a given timeframe, generally under the following conditions:

- the images should be stored separately from any other images;
- the images should be used only for the prescribed purpose;
- the photos should only be stored for as long as necessary and should then be deleted.



16. Responsibility for the Safeguarding of Choristers

Exeter Cathedral School's Safeguarding Policy applies when a chorister is under the school's responsibility either in school or in the Boarding House. The Dean and Chapter has adopted the Exeter Diocesan Safeguarding Policy including a special section on the Choir which applies when choristers are in the cathedral in the course of their duties or involved in cathedral duties elsewhere including when singing away or on tour.

The school's governing body and the Dean and Chapter will have up-to-date copies of their respective Safeguarding policies and will ensure they are reviewed annually. Each of the Named Safeguarding Officers will be responsible for holding copies of the current policies of the other body. It is crucial that the two organisations work closely together to ensure that the children's safety and welfare does not fall between the two organisations.

The Passing of Responsibility

Mornings: Monday–Friday: To signify the passing of responsibility from the school to the Dean and Chapter, the choristers are collected from the playground by the Director of Music. A register is collected and taken, and it is returned to the school office at the end of the practice. All pupils are escorted to the Chapter House. The younger choristers are escorted to their next lesson.

Evenings: Monday–Friday: The choristers will be escorted from school to the song schools by the Director of Music. There will be a chaperone present during the rehearsal and service. When singing duties are completed the chaperone hands over the welfare duties to a designated adult member of the choir or member of school staff who returns the choristers to the school.

Weekends: The choristers are signed in at the cathedral by parents with the choir chaperone. Parents collect the choristers at the end of the rehearsal or service from the same location. Boarders are collected by duty members of staff. There is always a member of staff on duty during rehearsals and services for the chaperone to report to in case of illness or any other issue with a member of the choir. A choir chaperone is available for welfare duties during rehearsals and at service times. Choristers are collected and signed out after their duties by the chaperone.

17. Useful Contacts

Sarah Reddington (DSL)

Mobile: 07545 353811

Office: 01392 285957

Katie Fisher (DO for Years 2 and below, DDSL)

Mobile: 07943 826536

Hall House landline: 01392 410348

James Featherstone (Headmaster, DDSL)

Home landline: 01392 271642

Internal extension: 223

Canon Trevor Jones (Cathedral Safeguarding Lead)

Home landline: 01395 268745



Derek Phillips (Acting Chair of Governors)
Mobile: 07811 330000

MASH – Multi-Agency Safeguarding Hub

All enquiries regarding child protection concerns will be made to the MASH.

Tel: 0345 155 1071 (including consultation with a qualified social worker)

Out-of-hours (5.00pm–9.00am weekdays, weekends and public holidays) emergency duty service: 0845 6000 388 (low-rate call)

Email: mashsecure@devon.gcsx.gov.uk

Enquiry forms are available from: <https://new.devon.gov.uk/educationandfamilies/child-protection/making-a-mash-enquiry>

LADO

Helpline and referrals: 01392 384964

Email: ladosecure-mailbox@devon.gcsx.gov.uk

DBS

Barring referrals: PO Box 181, Darlington DL1 9FA

Tel: 01325 953795

Police Central Referral Unit

Tel: 0845 605 1166

Devon Safeguarding Children Board

Tel: 01392 386067

www.devonsafeguardingchildren.org/

South West Child Protection Procedures

www.proceduresonline.com/swcpp/devon/contents.html

Devon Learning and Development Partnership

www.babcock-education.co.uk/ldp/

Child Exploitation and Online Protection Agency

www.ceop.org.uk or www.thinkuknow.co.uk

18. Specific Safeguarding Issues

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff have the skills, knowledge and understanding necessary to keep looked after children safe. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker.



Peer on peer abuse

Safeguarding issues may manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. The procedure for reporting and dealing peer on peer abuse is set out in the Countering Bullying and Harassment policy.

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to force a person to enter into a marriage. If any member of staff has any reason to think that this may be an issue for any child, they should contact the DSL who will inform the Forced Marriage Unit.

Underage marriage

In England, a young person cannot legally marry until they are 16 years old and have the written permission of their parents or guardians.

Genital mutilation/female circumcision (FGM)

Some communities consider FGM to be a religious act and cultural requirement. It is against the law for this procedure to be carried out in the UK. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern are brought to the attention of Exeter Cathedral School we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place. (See also section 11 – Female Genital Mutilation (FGM).)

Ritualistic abuse

Some faiths believe that spirits and demons can possess people, including children. The use of any physical or psychological violence to get rid of the possessing spirit should never be condoned. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Children missing education

‘Basic to safeguarding children is to ensure their attendance at school’ (OFSTED 2002).

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their wellbeing. At Exeter Cathedral School we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place. (See also section 14 – Children Missing Education.)

Sexually active under 18 years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People aged under 18 years has been designed to assist those working with children and young people to identify where these relationships may be abusive and the children and young people may need the provision of protection or additional services. At Exeter Cathedral School we will ensure any policy for managing this issue links to the available protocol.



Safeguarding children with special educational needs and disabilities

Children with special educational needs and disabilities have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and to achieve the Every Child Matters outcomes as non-disabled children.

Children with special educational needs and disabilities do however require additional action. This is because they experience greater risks and ‘created vulnerability’ as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment. They can also be disproportionately impacted by things like bullying, without outwardly showing any signs. Exeter Cathedral School will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a disabled child.

Safer recruitment and selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Exeter Cathedral School we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. We will ensure that all of our staff are appropriately qualified and have the relevant employment history and checks to demonstrate that they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

Honour-based violence

Honour-based violence may be committed to protect or defend the honour of the family and/or community. It is important to be alert to signs of distress, which could include self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities and unreasonable restrictions at home. Where it is suspected that a child is at risk from honour-based violence, Exeter Cathedral School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, in restaurants or sweatshops, for drug dealing and shoplifting and in cases of benefit fraud. Where Exeter Cathedral School is made aware that a child may be trafficked or exploited we will report our concerns to the appropriate agency.

Domestic abuse

The Government defines domestic abuse as: ‘Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality.’

Exeter Cathedral School will ensure staff are aware of the need to alert the DSL if they are concerned about the risks posed to pupils within their personal relationships from domestic violence and abuse. It is not the ‘classic’ abusive situation but is about the use of threat, coercion,



violence and intimidation through an imbalance of power. Exeter Cathedral School recognises the need to get support and help for both the victim and the perpetrator to break the cycle of abuse. At Exeter Cathedral School we will follow our safeguarding policy and report any suspected concerns regarding domestic abuse to the relevant agency. If appropriate, referrals will be made to the police and Children and Young People's Services. Action will also be taken where a member of staff is the alleged perpetrator or victim of domestic abuse.

Private fostering

Private fostering is an arrangement made between a parent and a private foster carer, who then becomes responsible for caring for a child in such a way as to safeguard and promote their welfare.

Privately fostered children or young people are under the age of 16 (under the age of 18 if disabled). They are cared for and provided with accommodation by someone other than a parent, a person who is not a parent but has parental responsibility, a close relative (such as an aunt, uncle, sibling or grandparent) or a Local Authority. This care lasts for more than 28 days and is intended to continue.

It is a statutory duty for Exeter Cathedral School to inform the Local Authority where we are made aware of a child who may be subject to private fostering arrangements.

Child exploitation and e-safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people Exeter Cathedral School will ensure that we have in place appropriate measures such as security filtering and an acceptable use policy linked to our e-safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside school and are aware of the dangers associated with social networking sites.

Our e-safety policy clearly states that mobile phone or electronic communication with a pupil at our school is not acceptable other than for approved school business. If we suspect that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

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.

19. Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, and drugs and substance misuse.

The following policies are also relevant when considering safeguarding children:

- HR05 Equal Opportunities and Anti-Discrimination
- HR06 Staff recruitment
- HR15 Whistle-blowing



- HS01 Health and Safety
- OR05 Visits and expeditions
- OR08 Internet and e-mail use for all staff
- OR12 Access to school buildings by visitors
- P01 Boarders leaving school unaccompanied
- P02 Boarding principles and practice
- P04 Code of conduct for pupils
- P06 Countering major risks to health – alcohol & drug abuse
- P07 Guardian families – agreement and guidance
- P08 Recording welfare and conduct incidents
- P09 Movement of pupils between buildings
- P11 Missing children
- P12 Protecting children on-line and in publications
- P13 Countering bullying policy and procedures
- P14 Prefects and positions of responsibility
- P15 Pupils rewards and sanctions
- P16 Recording accidents policy and procedures
- P17 Pupil attendance
- P18 Taxi provision for pupils
- P21 School discipline and pupil behaviour
- P22 Supervision

20. Legislation relating to this policy

Children Act 2004
Education Act 2002 (Sections 175 and 157)
School Standards and Framework Act 1998
Every Child Matters (September 2003)
What to do if you're worried a child is being abused (March 2015)
Working Together to Safeguard Children (March 2015)
Keeping Children Safe in Education (July 2015)
Boarding Schools: National Minimum Standards (March 2015)
ISI Integrated Handbook – Regulatory Requirements (September 2015)
EYFS Statutory Framework (September 2014)

21. Keeping Children Safe in Education, Part 1 (Sept 16)

This can be accessed by clicking on this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf