



## Safeguarding and Child Protection Policy

<b>Board Approved Date</b>	October 2020
<b>Version</b>	2.7
<b>Author Initials</b>	MJS
<b>Review Date</b>	September 2021

*(This policy supersedes all previous Safeguarding and Child Protection Policies)*

## Amendments

Policy Date	New Version Number	Summary of Change	Comments
September 2019	2.0	Updated in light of Keeping Children Safe in Education 2019	Some minor formatting, referencing, terminology and structural changes. Changes to: <ul style="list-style-type: none"> <li>• Awareness of those at risk of committing/being affected by serious violent crime</li> <li>• Reference to Upskirting as a specific criminal offence</li> </ul>
March 2020	2.1	Updated structure so that different types of 'Peer on Peer abuse' are clear.	Re-organisation of subcategories under 'Peer or Peer abuse' rather than Peer on Peer abuse mainly referring to Peer on Peer sexual abuse.
		Updated Appendix 5.	DBS policy updated for terminology issues that reflect Trust management of DBS checks (rather than individual schools).
		Updated Appendix 6	Updated Early Help contact information.
Sept 2020	2.2	Updated in light of Keeping Children Safe in Education, which came into effect in Sept 2020	New information on mental health (paragraphs 4 and 34-38)  Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's <b>mental</b> and physical health or development"  New information on child criminal exploitation (CCE) and child sexual exploitation (CSE) (paragraph 28)
December 2020	2.3	Page 33 - 36	Updated safeguarding contact details

January 2021	2.4	Page 33-36	Updated safeguarding contact details
February 2021	2.5	Page 33-36	Updated safeguarding contact details
12 February 2021	2.6	Page 33-36	Updated safeguarding contact details
23 March 2021	2.7	Page 7, page 33-36	Updated safeguarding contact details and removed the hyperlink on page 7.

## **POLICY STATEMENT AND PRINCIPLES**

This policy is one of a series in the ESW's integrated safeguarding portfolio. This includes our policies on child protection, staff behaviour/code of conduct, recruitment, allegations against staff, complaints, pupil behaviour and online safety.

Each Academy's safeguarding arrangements are inspected by Ofsted under the judgement for leadership and management.

This policy is available on each Academy website and is issued to all staff.

Our core safeguarding principles are:

- Each Academy's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole community of pupils, parents, staff and governors will be involved in policy development and review
- policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

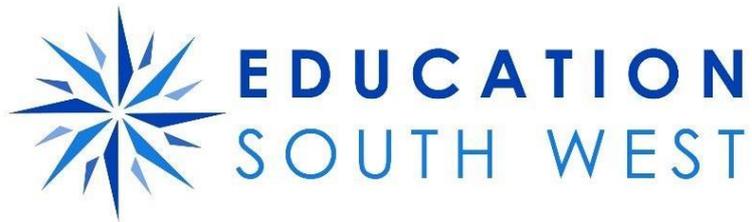
### **Child Protection Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Devon Safeguarding Children Board (DSCB).

#### **(a) Policy principles**

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that



may suggest a child is at risk of harm

- Pupils and staff involved in child protection issues will receive appropriate support

(b) Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate each Academy's commitment with regard to child protection to pupils, parents and other partners
- To contribute to each Academy's safeguarding portfolio

## SAFEGUARDING LEGISLATION AND GUIDANCE

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- The **Teacher Standards 2012** state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The Safeguarding Vulnerable Groups Act 2006.
- What to do if you think a child is being abused 2015.
- The statutory guidance **Working Together to Safeguard Children July 2018** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for DSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance **Keeping Children Safe in Education September 2020** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, (including academies and free schools) alternative provision academies maintained nursery schools) and pupil referral units. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector. It relates to their responsibilities to children who are receiving education or training at the College. It excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement.
- All staff must read Part One of this guidance which is issued to all staff and/or available from the administrative office.
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non-statutory advice which helps practitioners (everyone who works with

children) to identify abuse and neglect and take appropriate action and staff can find a copy in school in the office and in the staff handbook.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with pupils, Academy staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The Academy will always act on identified concerns.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

#### **The Board of Education South West:**

- are responsible for ensuring that all Academies in its Trust meet their duties with regard to safeguarding and child protection and have appropriate procedures in place for appropriate action to be taken to promote children's welfare.
- support the individual Academy's designated safeguarding leads in fulfilling their responsibilities SEE APPENDIX B
- have the status and authority to fulfil all the roles of the individual Academy designated safeguarding leads if required
- have a lead to take on responsibility for safeguarding arrangements

#### **The Trust Board and Local Governing Body (LGB):**

All members of the Board and governors in Academy LGB's understand and fulfil their responsibilities. Each LGB ensures that their Academy:

- has a lead to take responsibility for safeguarding arrangements
- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a safeguarding/child protection policy and procedures, including a staff behaviour policy/code of conduct, that are consistent with DSCB and statutory requirements, reviewed annually and made available publicly on the Academy website or by other means

- has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher/Principal and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the Headteacher/Principal, receive information about the Academy's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any requirements of the DSCB. The DSL receives refresher training at two-yearly intervals.
- ensures that all staff, including temporary staff and volunteers are provided with the Academy's child protection policy, behaviour policy and part one of Keeping Children Safe in Education (September 2019)
- ensures that the Academy contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online safety as part of a broad and balanced curriculum.
- makes sure a school's allegations against staff procedure can be used:
  - Where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence)
  - For supply staff, even if they're employed by an agency
- makes sure allegations concerning someone not directly employed by the school are dealt with properly

The governing body nominates a member (normally the chair) to be responsible for liaising with the Trust Board, local authority and other agencies in the event of an allegation being made against the Headteacher/Principal.

It is the responsibility of each local governing body to ensure that the Academy's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the DSCB and national guidance.

An annual report will be submitted, as required, to the Trust Board about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

**The Headteacher/Principal in each Academy:**

- ensures that the safeguarding/child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Academy leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- liaises with the designated officer or team in the local authority where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

**All School Staff**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt actions. Concerns about a child/welfare should be acted on immediately.
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children' and 'What to do if you suspect a Child is being Abused' (2015);
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH;
- Are aware of the Local Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other

agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.

- Will provide a safe environment in which children can learn.
- All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)
- All staff should refer concerns or allegations about supply staff to the headteacher
- All school and college staff should be particularly alert to the potential need for early help for a child who:
  - Is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory education, health and care plan);
  - is a young carer;
  - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - is frequently missing/goes missing from care or from home;
  - is misusing drugs or alcohol themselves;
  - is at risk of modern slavery, trafficking or exploitation;
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
  - has returned home to their family from care;
  - is showing early signs of abuse and/or neglect
  - is at risk of being radicalised or exploited;
  - is at risk from or is involved with violent crime;
  - is a privately fostered child.
- All staff but especially the DSL and Deputies should be considering the context

within which safeguarding incidents/behaviours have occurred. Contextual safeguarding means assessment of children should consider whether wider environmental factors in a child's life are a threat to their safety and/or welfare.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's child protection policy and speaking to the designated safeguarding lead (DSL) or deputy
- There's government guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#)
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## **GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the Academy's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and DSCB procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or MASH

- following the Academy's rules with regard to relationships with pupils and communication with pupils, including on social media

### **ABUSE OF POSITION OF TRUST**

All Academy staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the Academy staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

### **CHILDREN WHO MAY BE PARTICULARLY VULNERABLE**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- In Local Authority Care
- Care leavers
- young carers
- affected by parental substance misuse, domestic violence or parental mental-health needs
- at risk from honour based violence
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles

- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- at risk of criminal exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism
- family members in prison

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

### **CHILDREN MISSING FROM EDUCATION**

- All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.
- Schools have a safeguarding duty to notify their local authority when they are about to remove a pupil's name from the school admission register. This duty does not apply when a pupil's name is removed from the admission register at standard transition points, e.g. when the pupil has completed the final year of education normally provided by that school. All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. Schools must enter pupils on the admission register at the beginning of the that day on which the school has agreed or been notified, that the pupil will attend the school. If a pupil fails to attend on that date the school should undertake reasonable enquiries and record them to establish the child's whereabouts and notify the local authority at the earliest opportunity.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day including referrals to and attendance at **The Missing and Child Exploitation forum (MACE)** when appropriate.

### **VALUES SUPPORTING CHILDREN**

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education, with a particular focus on relationships and health education and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

### **Safe School – Safe Staff**

Education South West will ensure that:

- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read it annually;
- All staff receive safeguarding and child protection training at induction in line with advice from Devon Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- The child protection policy is made available via each Academy website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers have made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook;
- Each Academy provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- The lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- Community users organising activities for children are aware of the Academies Child Protection Policy, guidelines and procedures;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in each school with a statement explaining the Academies role in referring and monitoring cases of suspected abuse;

- All Governors will be given a copy of Keeping Children Safe in Education 2018 and will sign to say they have read and understood it;

### **SUPPORT FOR THOSE INVOLVED IN A SAFEGUARDING/ CHILD PROTECTION ISSUE**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

### **COMPLAINTS PROCEDURE**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher/Principal and governors.

Complaints from staff are dealt with under the Academy's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the Academy's child protection procedures

### **WHISTLE BLOWING IF YOU HAVE CONCERNS ABOUT A COLLEAGUE**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.



All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher/Principal. Complaints about the Headteacher/Principal should be reported to the chair of the LGB or Chair of the Trust Board.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

### **ALLEGATIONS AGAINST STAFF**

When an allegation is made against a member of staff or volunteer set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (2020)* and in the Academy's Managing Allegations policy and procedures

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police

## **STAFF TRAINING**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's safeguarding/child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the Headteacher/Principal (unless the Headteacher/Principal is the DSL) and governors will receive training that is regularly updated and the DSL will receive training updated at least annually, including training in inter-agency procedures.

All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN children, looked after children and young carers.

## **SAFER RECRUITMENT**

Each Academy endeavours to ensure that it does its utmost to employ safe staff by following the guidance in *Keeping Children Safe in Education (2019)* together with the ESW Staff Recruitment policy and procedures.

Safer recruitment means that applicants:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children



- provide evidence of identity and qualifications

- if offered employment, is checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check criminal record checks, prohibition checks, references and interview information for those engaged in Regulated Activity (following the flow chart on page 38 of Keeping Children Safe in Education 3<sup>rd</sup> September 2018)
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

Each Academy follows the procedures for the safe recruitment of staff as outlined in the ESW Recruitment Policy.

At least one member of each recruitment panel will have completed safer recruitment training.

All new members of staff undergo an induction that includes familiarisation with the Academy's safeguarding/child protection policy and staff behaviour policy alongside identification of their child protection training needs.

All staff sign to confirm they have received a copy of the relevant safeguarding policies and procedures.

All relevant staff (involved in early years' settings and/or before or after school care for children under eight) are made aware of the disqualification legislation.

The Academy obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained.

Governors are checked via the Teaching Regulation Agency to ensure they are not banned as a result of being subject to a Section 128 Direction (banned from taking part in the management of a school as a result of sanctions).

Each Academy maintains a single central record of recruitment checks undertaken.

### **Regulated Activity**

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education July 2019 Annex F.

### **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has



not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### **Supervised Volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **Contractors**

Each Academy checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity

## **SITE SECURITY**

Visitors to the Academy, including contractors, are asked to sign in and are given a lanyard/ badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe each Academy's safeguarding and health and safety regulations to ensure children are kept safe. The Headteacher/Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we check that effective child protection arrangements are in place.

Alternative education providers must provide written confirmation that appropriate safeguarding checks have been carried out. Each Academy continues to be responsible for the safeguarding of a pupil in off-site provision.

## **PHOTOGRAPHY AND IMAGES**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so it is essential to have some safeguards in place.

To protect pupils, we:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image

- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- only take photographs/images of children on Academy devices
- have clear guidance for staff and visitors about use of personal devices on the Academy site.

## ONLINE SAFETY

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, Snapchat and Instagram. Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Each Academy's **online safety policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology through PSHE education and other areas of the curriculum. This includes taking regard of the DfE's non-statutory Teaching Online Safety in School (2019). Each Academy's online safety policy covers three areas of use:

Content: being exposed to illegal, inappropriate or harmful material e.g. pornography, fake news

Contact: being subjected to harmful online interaction with other users

Conduct: personal online behaviour that increases the likelihood of or cause of harm e.g. making, sending or receiving explicit images or online bullying

Each Academy must ensure they have appropriate filters and monitoring systems in place to safeguard and promote the welfare of children and provide them a safe environment in which to learn

Each Academy will do all they reasonably can to limit children's exposure to risks from the school or college's I.T. system.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Rules relating to pupils use of hand held devices are contained within each Academy's Behaviour Management policy.

All staff receive regular online safety training. Please see online safety policy and Appendix relating to online safety and the appendix to include remote learning.

### **Staff / Pupil Relationships Online**

Each school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Expectations for staff can be found in the online safety policy of each Academy.

### **Peer on Peer Abuse**

All staff should be aware that children can abuse children (often called peer on peer abuse), Children can abuse other children in a variety of ways, bullying including cyberbullying, sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling.

#### **BULLYING**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying, gender based violence / sexual assaults and sexting should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher/Principal and the DSL will consider implementing child protection procedures.

#### **CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT**

The management of children and young people with sexually harmful behaviour is complex. Each Academy must follow the guidance set out by the DfE found in Sexual Violence and Sexual Harrassment Between Children in Schools and Colleges (2018). Each Academy must make a risk and needs assessment to assess immediately how to best support the children involved as victim or perpetrator.

Consider:

- the victim – their protection and support
- the alleged perpetrator

- all other children at the school or college especially any actions that are appropriate to protect them
- what are the wishes of the victim

Sexual violence and sexual harassment is not acceptable and must not be tolerated as 'part of growing up', 'banter' or 'having a laugh'.

DSL to decide on referral route:

- manage internally
- refer to early help
- refer to Children's Social Care
- Report to the Police

### **Youth Produced Sexual imagery (Sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.

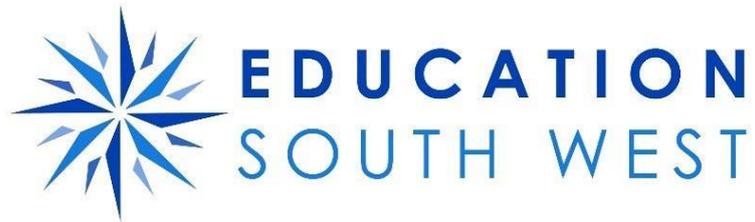
A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 19 or an adult.

A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

### **Upskirting**

In April 2019 "Upskirting" was made a specific criminal offence. Keeping Children Safe in Education (2020) makes it clear that all staff should be aware of "Upskirting" as a specific criminal offence It defines "Upskirting" as, " , "taking a picture under a person's



clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2019a) As with any suspicion of sexual violence/harassment, concerns must be reported immediately to the DSL who, if necessary, will make a report to the police for further investigation of a possible crime. As with any potential sexual violence, following actions will consider the needs of both the victim and the alleged perpetrator.

## **SEXUAL EXPLOITATION OF CHILDREN**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

The Academy engages with and makes referrals to the MACE process and the REACH Team when and where appropriate and makes an enquiry to MASH for any child that goes missing if they are not known to Children's Services. See Appendix 1 for more details.

## **SERIOUS VIOLENCE**

All staff should be aware of indicators which may signal children are at risk from, or involved with, violent crime. Possible indicators include:

- increased absence;
- change in friendship groups / relationships with older individuals;
- decline in academic performance;
- self harm;
- significant change in wellbeing;
- signs of assault / unexplained injuries;
- unexplained gifts.

Any such concerns should be reported to the DSL who will decide upon the appropriate route forwards. This may include making an Early Help referral in order to access support from the Youth Intervention Team. Concerns may also be shared with partner agencies at multi-agency meetings or at the MACE.

## **RADICALISATION AND EXTREMISM (See Appendix 1)**

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's

services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined 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.

The government defines extremism 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism. Pupils must be made aware of the dangers of radicalisation and extremism and how to report concerns.

All Academy staff receive training to help to identify signs of extremism using the Prevent strategy 'workshop to raise awareness of Prevent' training materials in accordance with the Counter Terrorism and Security Act 2015. Concerns about a young person should be reported using the agreed safeguarding procedures. The designated safeguarding lead should report these concerns to Channel.

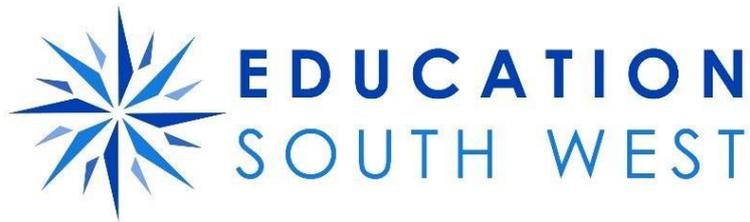
When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)

### **Radicalisation**

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

**Further information on Preventing Radicalisation'** has been included in *Keeping Children Safe in Education* in line with:



**Prevent Duty Guidance: for England and Wales**, published in March 2015 as part as the UK's Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).

**The Prevent Duty, Departmental advice for schools and childcare providers**, published in June 2015. This non-statutory departmental advice is for governing bodies, Headteachers / Headteacher/Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

## **ONE CHANCE RULE**

All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a pupil who is a potential victim and have just one chance to save a life.

Staff are aware that 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 when they become aware of potential forced marriage, FGM and HBV cases.

## **PHYSICAL INTERVENTION**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognised that touch is 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.

## CONFIDENTIALITY AND SHARING INFORMATION

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, headteacher/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.

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 (2020)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998 and the General Data Protection Regulation (2018).

Information sharing is guided by the following principles. The information is:

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

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. ESW schools use CPOMs as a means of recording and sharing information safely.

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 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 the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Safeguarding / child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher/Principal.

Data Protection legislation does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

### **REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Headteacher/Principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

### **SPECIAL CIRCUMSTANCES**

#### **Looked after children**

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 designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

#### **Work Experience**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (September 2020) part three* available from the DSL.

#### **Children staying with host families/home stay during exchange visits**

The school may make arrangements for pupils to stay with a host family during a UK or foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (September 2020)*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable

### **Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. (See *DSCB guidance for further information*).

### **Handling allegations against supply staff**

**Paragraphs 214-217 of KCSIE Sept 2020 outline procedures for this.**

**In summary:**

- Your school should make sure allegations are dealt with properly, and they shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your local authority designated officer (LADO) to determine a suitable outcome
- Governing boards should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation
- Agencies should be fully involved and co-operate in any enquiries, but your school will usually take the lead as the agency won't be able to collect the necessary information



- The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account
- When using an agency, your school should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies

<b>ESW</b>	
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<b>School name</b>	<b>Blackawaton Primary School</b>
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Deputy Safeguarding Lead	Charlotte Buckle <a href="mailto:Charlotte.bucke@blackawtonprimary.org.uk">Charlotte.bucke@blackawtonprimary.org.uk</a> 01803 712363
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Executive Headteacher	Nick Banwell <a href="mailto:nick.banwell@rydonprimary.org.uk">nick.banwell@rydonprimary.org.uk</a> 01626 356420
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Deputy Safeguarding Lead	Celia Jackman <a href="mailto:Celia.jackman@coombesheadacademy.org.uk">Celia.jackman@coombesheadacademy.org.uk</a> 01626 201800 ext 2034
Deputy Safeguarding Lead	Jackie Druiff (Director of Post 16) <a href="mailto:Jackie.druiff@coombeheadacademy.org.uk">Jackie.druiff@coombeheadacademy.org.uk</a> 01626 201800 ext 2055
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Principal	Robert Coles c/o <a href="mailto:caroline.battong@educationsouthwest.org.uk">caroline.battong@educationsouthwest.org.uk</a>

	01626 201800 ext 2017
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School name	Kingsbridge Community College
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Principal	Tina Graham c/o <a href="mailto:emma.mcquitty@educationsouthwest.org.uk">emma.mcquitty@educationsouthwest.org.uk</a> 01548 852641 ext 2502
School name	Kingswear Primary
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	<a href="mailto:Sarah.lord@kingswearprimary.org.uk">Sarah.lord@kingswearprimary.org.uk</a> 01803 752356
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Headteacher/Principal	Nick Banwell (as above)
<b>School name</b>	<b>Teign School</b>
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Safeguarding governor	Simon Niles Devon County Council 01392 383000 <a href="mailto:simon.niles@devon.gov.uk">simon.niles@devon.gov.uk</a>

**ESW POLICIES RELATED TO SAFEGUARDING**

ESW Acceptable Use Policy  
ESW Appraisal (Teachers) Policy  
ESW Attendance Policy  
ESW Capability Policy  
ESW Charging Policy  
ESW Code of Conduct for Employees Policy  
ESW Complaints Policy  
ESW Data Protection Policy  
ESW DBS Policy  
ESW Disciplinary Procedure Policy  
ESW E Safety Policy  
ESW Equality & Diversity Policy  
ESW Financial Administration Policy  
ESW Flexible Working Policy  
ESW Freedom of Information Policy  
ESW GDPR Privacy Policy  
ESW Gifts and Expenses Policy  
ESW Health and Safety Policy  
ESW Intimate Care Policy  
ESW Leave of Absence Policy  
ESW Managing Sickness Absence Policy  
ESW Maternity and Adoption Policy  
ESW Medical Conditions Policy  
ESW Pay Policy  
ESW Prevent Policy  
ESW Recruitment Selection Policy  
ESW Redundancy Policy  
ESW Safeguarding Policy  
ESW SEND Policy  
ESW Sex and Relationships Policy  
ESW Support Staff Probation Policy  
ESW Staff Grievance Policy  
ESW Support Staff Appraisal Policy  
ESW Volunteers in Schools Policy  
ESW Whistleblowing Policy