



## Safeguarding Policy

### Introduction

CTSN SCITT has a dual role regarding safeguarding. Firstly, we take seriously our responsibility to safeguard our trainee teachers and staff. Secondly, we must ensure that whilst in their placement schools our trainees are aware of the role they play in promoting the welfare of pupils and to work together with other school staff to support those pupils who are suffering harm.

We recognise that all adults have a full and active part to play in protecting the pupils within our partnership schools, our trainees teachers and staff from harm. CTSN SCITT, like our partnership schools, provides a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual.

The aims of this policy are:

- To support the trainee in ways that will foster security, confidence, and independence.
- To provide an environment in which the trainees feel safe, secure, valued and respected, and feel confident, and know who to approach if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of the need to safeguard pupils in their placement school, other trainees and staff and the responsibilities in identifying and reporting causes for concerns, such as possible cases of abuse (*see* Appendix 1).
- To provide a systematic means of monitoring trainees known or thought to be at risk of physical and mental harm and ensure the SCITT contributes to any support needed.
- To emphasise the need for good levels of communication.
- To develop a structured procedure within the SCITT to be followed by all members of our community in cases of suspected abuse.
- To develop and promote effective working relationships with other stakeholders.
- To ensure that all staff working within CTSN SCITT who have substantial access to our trainees have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check. A single central record is kept for audit.

### Safe Schools, Safe Staff

We ensure that:

All members of the SCITT understand and fulfil their responsibilities to ensure that:

- our trainees have read the Part 1 and Annex A of *Keeping Children Safe in Education* as well as the Child Protection, Prevent, Health and Safety, Equality and Diversity policies

along with the Staff behaviour / Code of Conduct when commencing training in a new school.

- safer recruitment procedures are in place – refer to the Recruitment Policy.
- procedures are in place for dealing with allegations of abuse against staff, other trainees and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- a senior leader has Lead Safeguarding responsibility; and
- that enhanced DBS checks are in place.

Additionally, the SCITT ensures that all members of staff and its trainees:

- are provided with safeguarding and child protection awareness information at induction;
- know who the designated safeguarding lead (DSL) in their host school is and how to report concerns;
- have safeguarding and child protection awareness training to maintain their understanding of the signs and indicators of abuse;
- know how to respond to a pupil, trainee or colleague who discloses abuse.

Our procedures are regularly reviewed and updated.

## Designated Safeguarding Leads (DSL)

CTSN SCITT currently has two Designated Safeguarding Leads (DSL):

Secondary	Helen Lorimer	<a href="mailto:hlorminer@camteach.org.uk">hlorminer@camteach.org.uk</a>
Primary	Bex Jenkins	<a href="mailto:bjenkins@camteach.org.uk">bjenkins@camteach.org.uk</a>

## Responsibilities

The Designated Safeguarding Leads (DSL) are responsible for:

- Referring concerns and acting as a focal point for staff and trainees to discuss concerns.
- Keeping written records of concerns about a trainee.
- Ensuring that all such records are kept confidentially and securely and are separate from trainee records.
- Ensuring that an indication of the existence of the additional file is marked on the trainee's records.
- Liaising with other agencies and professionals as necessary.

## Supporting Trainees and Staff

We recognise that a trainee or member of staff who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We accept that research shows that people's behaviour in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The SCITT supports all trainees and staff by:

- encouraging self-esteem and self-assertiveness, in our professional relationships, whilst not condoning aggression or bullying.
- liaising and working together with all other support services.
- notifying authorities as soon as there is a significant concern.

## Records and Information Sharing

Where there are concerns about the safety of a trainee or member of staff, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the *Data Protection Act 2018* and GDPR places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of trainees or staff at risk of abuse or neglect. Personal data should not be shared where the 'serious harm test' is met ie where releasing data will or may result in harm to the person. In these cases, independent legal advice should be sought.

Well-kept records are essential to good safeguarding practice.

Any member of staff receiving a log of concern (appendix 4) with a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed and will include the action taken. This is then presented to one of the Designated Safeguarding Leads, who will decide on appropriate action and record this accordingly.

## Supporting Staff

We recognise that staff working in the school who have become involved with a trainee or member of staff who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. Therefore, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## Allegations against SCITT or school staff

All SCITT staff should take care not to place themselves in a vulnerable position with a trainee. It is always advisable for interviews to be conducted in view of other adults.

We understand that a trainee may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with Trainees, the member of staff receiving the allegation or aware of the information, will immediately inform the SCITT Director, Mr Martin Lee (mlee@catrust.co.uk).

If the allegation made to a member of staff concerns the Director, the person receiving the allegation will immediately inform the CEO of the CAM Academy Trust, Mr Stephen Munday (smunday@catrust.co.uk).

## Whistleblowing

We recognise that trainees cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns with SCITT Director, Mr Martin Lee (mlee@catrust.co.uk) where they exist, which may include the attitude or actions of colleagues. Whistleblowing re the Director should be made to the CEO of the CAM Academy Trust, Mr Stephen Munday (smunday@catrust.co.uk).

## Physical Intervention

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

Such events should be recorded and signed by a witness.

## Anti-Bullying

We acknowledge that to allow or condone bullying may lead to consideration safeguarding issues. This includes all forms eg cyber, racist, homophobic and gender related bullying. We do not tolerate any harmful behaviour and will take swift action to intervene where this occurs.

This policy should be read in conjunction with the CTSN SCITT's:

- Equality and Diversity Policy
- Recruitment Policy
- Well-being Policy
- Whistleblowing Policy

This Safeguarding Policy will be reviewed annually.

Policy review date: Summer Term 2022

## Appendix 1 Recognising signs of Abuse

All staff should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the school / work. All staff should consider whether trainees are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and trainees can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious violence including domestic violence.

### Categories of Abuse

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### Signs of Abuse

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

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

### Risk Indicators

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

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

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

In an abusive relationship the trainee may:

- Appear frightened of the partner
- Act in a way that is inappropriate)

## Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Reluctance to give information or mention previous injuries

## Bruising

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

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used eg belt marks, handprints, or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## Bite Marks

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

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

## Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

## Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

There are grounds for concern if:

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

## Scars

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

## Recognising Emotional Abuse

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

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Aggressive behaviour towards others
- Scape-goated within the family
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

Witnessing and /or suffering Domestic Abuse (DA) in an intimate personal relationship is regarded as emotional abuse.

## Recognising Signs of Sexual Abuse

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour or conversation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes eg for sports events (but this may be related to cultural norms or physical difficulties)

## 'Sexting' and the use of Mobile Technology

The circulation of pornographic images by mobile technology or the internet can in many situations constitute a criminal offence. It is an offence to send by means of a public electronic communications network, a message or other matter that is grossly offensive, indecent, obscene, or menacing. By having

in their possession, or distributing, indecent images of a person under 18 on to someone else - young people may not aware that they could be breaking the law as these offences under the *Sexual Offences Act 2003*.

The making and distribution by mobile technology of images of a person in a state of undress is referred to as 'sexting'. These can easily be distributed amongst large groups of other people.

## Assessment

To more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive, and assertive tendencies
- Consent – agreement including all the following:
  - Understanding what is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- Coercion – the perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

The above information should be used only as a guide.

## Recognising Neglect

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

- becoming quiet and withdrawn
- being aggressive or angry for no obvious reason
- looking unkempt, dirty or thinner than usual
- sudden changes in their character, such as appearing helpless, depressed, or tearful
- physical signs – such as bruises, wounds, fractures, or other untreated injuries
- the same injuries happening more than once
- not wanting to be left by themselves, or alone with particular people
- being unusually light-hearted and insisting there is nothing wrong

## Adult Sexual Exploitation (ASE)

Adult Sexual Exploitation (ASE) is a form of sexual abuse that involves someone taking advantage of an adult, sexually, for their own benefit through threats, bribes, and violence.

Perpetrators usually hold power over their victims, due to age, gender, sexual identity, physical strength or status.

Adults can be sexually exploited in many ways. Examples include:

- rape
- sexual assault
- being tricked or manipulated into having sex or performing a sexual act
- being trafficked into, out of, or around the UK for the purpose of sexual exploitation (ie prostitution)
- being forced to take part in or watch pornography
- being victim to revenge porn (when a previously taken video or photograph, which was taken with or without consent, is shared online)

Anybody can be a victim of sexual exploitation. While it mainly affects women, men can also be victims.

At one end of the scale adult sexual exploitation can describe a one-off situation between two adults, while at the other end it may include instances of organised crimes where a number of adults are trafficked and sexually exploited.

Common signs that someone is being sexually exploited include those listed below. Please note that this is not an exhaustive list and that warning signs will show themselves differently in each person. It is important to explore all concerns over someone's behaviour and personal circumstances and to consider whether these could be signs of exploitation.

- evidence or suspicions of sexual assault
- self-harm or significant changes in emotional wellbeing
- developing inappropriate or unusual relationships or associations, including relationships with controlling or significantly older people
- displaying inappropriate sexualised behaviour, language or dress
- being isolated from peers and social networks
- unexplained absences, including persistently being late or going missing
- unexplained acquisition of money, clothes, and mobile phones.
- using more than one phone, especially if both are used to communicate with different people (for example, if one phone is used exclusively to communicate with a specific group of 'friends')
- receiving an excessive amount of texts or phone calls – these may be from multiple callers, some of whom may be unknown

## Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a trainee or member of staff has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood. If staff have a mental health concern that is also a safeguarding concern, IMMEDIATE action should be taken, and the usual procedures followed.

## Appendix 2 PREVENT Anti-radicalisation

As of July 2015, the *Counterterrorism and Security Act (HMG, 2015)* placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the PREVENT duty. It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national support programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

PREVENT Safeguarding Objectives: a national initiative

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line with other safeguarding procedures.

All action should be taken in line with the guidance provided in the HM Government Document:

There are free online specialist workshops - '[Workshop to Raise Awareness of Prevent \(WRAP\)](#)' - designed by HM Government to introduce the PREVENT strategy and an individual's role in safeguarding vulnerable people.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic, or social conditions, institutions, or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

PREVENT is part of the UK's counter-terrorism strategy. preventing people from becoming radicalised and involved in terrorism or supporting terrorism. It also covers involvement with other groups which could be considered extreme: ISIL, Animal Rights, Environmental, terrorism related to Northern Ireland.

As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At CTSN SCITT all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

As part of a school community, we need to follow the NOTICE, CHECK, SHARE principles from the PREVENT initiative.

As part of a school community, we must NOTICE the vulnerabilities which might be exploited by extremist organisations:

- difficult personal circumstances (relationship breakdown, family issues)
- financial concerns or concerns regarding unemployment
- changes in friendship groups
- difficult experiences linked to their faith (ie victim of racist comments, sense of guilt, injustice, grievance)
- issues with drugs / alcohol
- lack of parenting (neglect, no boundaries / curfews)
- personality traits (low self-esteem)
- lack of knowledge / education; naivety
- social exclusion
- inappropriate use of social media / TV / video games (exposure to violence and propaganda)
- peer pressure
- mental health

As part of a school community, we must also NOTICE the signs which might indicate that a member of our community is becoming involved in an extremist organisation:

- changes in friendship groups
- changes in behaviour at school (language, emotions, paranoia, fixated on a subject, withdrawn, depressed)
- references to weapons or violence
- changes in appearance (clothing, uniform, personal appearance, tattoos)
- changes in routine or absence from school (lengthy or unexplained trip abroad)
- student talks about a specific individual (perhaps an influential figure with strong views), political issues or global events in a concerning way

- comments or views expressed in work done which give cause for concern (eg inflammatory comment, extreme religious or political statement)
- comments about what students are going to do in the future after leaving school which give cause for concern

Any staff or trainees with concerns regarding a student in their host / placement school should then CHECK these concerns by referring to that school's Designated Safeguarding Lead, and /or PREVENT Lead.

## Appendix 3 Safeguarding during the COVID-19 pandemic and partial school closure

It is important that we set the same standard for safeguarding during a partial school closure as we would do in school.

### Reporting Concerns

All concerns that you may have about a trainee should be reported as soon as possible.

### Personal Conduct

Where possible, when teaching using a live video chat, share a presentation with trainees that you talk through, or a white board that you use to demonstrate (this is a virtual whiteboard that is part of Teams) and do not show things in the background that might make it easy for Trainees to identify where you live or items that might be personally embarrassing for you. No other people in your household should be visible in the background. If you are using the Teams app (not Teams in a browser) you can select the 'blur background mode'.

Make sure you think carefully about the room you use - ie not your bedroom. Always make sure you are wearing suitable, professional clothing.

Staff should continue to wear their lanyards when in school. We recommend cleaning them or avoiding taking them into your house (eg leaving it in your car or in a 'school' bag).

## Appendix 4 Log of Concern Form

# Log of Concern

Who is the log of concern about? (First name and surname)	
Gender of person of concern	
Today's date: dd/mm/yy	Time:
Name and role of person completing the log:	
Date and time of the incident / concern:	
<b>Description of the incident / concern:</b>	
Signature of person completing log:	
Body map completed? <b>YES / NO</b> (If YES, please attach securely)	
<b>Please pass this form immediately to the Designated Safeguarding Lead who should complete the section overleaf.</b>	

**To be completed by the Designated Safeguarding Lead:**

Received by:

.....  
Designated Safeguarding Lead

Initial action taken by the Designated Safeguarding Lead:

.....  
.....  
.....

Has the person of concern been informed of the concern? **YES / NO** (please circle, as appropriate)

If YES, please state who informed the person of concern, action taken and the outcome:

.....  
.....  
.....

If NO, please provide the reason why not:

.....  
.....  
.....

Date: ..... Time: .....

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details.) A separate sheet can be used, if required:

.....  
.....  
.....  
.....

## Body map

Name of person of concern: .....

Date of birth if known .....

Date body map completed: .....

