



University of Exeter ITE Safeguarding Policy

Safeguarding Statement

The University is committed to achieving the highest standards in the protection and safeguarding of children, young persons (ie those aged under 18) and adults in a vulnerable situation and endeavours to provide a safe environment for staff, students, and those impacted by its activities. The University safeguarding pages can be found here <https://www.exeter.ac.uk/departments/cgr/safeguarding/>.

This policy document summarises and links to relevant information regarding university safeguarding policies, the provision of a safe learning environment for our students, and how we train students and staff with regard to safeguarding in school settings. We recognise that all people, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.

Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Education Act 2002 Section 175 \(maintained schools only\)](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguarding Children](#)
- [Keeping Children Safe in Education](#)
- [Information Sharing 2018](#)
- [What to do if you're worried a child is being abused](#)
- [Initial Teacher Training Criteria – DfE Statutory guidance for ITT providers](#)
- [Initial Teacher Education \(ITE\) Inspection Framework](#)
- [The University Fitness to Practice policy](#)
- [The Teacher Standards](#)

Roles and Responsibilities

- **Admissions** – Ensures safeguarding processes are completed before registration including Fitness to Teach, Self-disclosure, DBS disclosure
 - Exeter Admissions Fitness to Practise (Admissions Stage) Review Panel - Decisions on fitness to practise on entry to the programme
 - These processes are monitored by the PGCE Programme Manager and Partnership Director
- **ITE Coordinator** – responsible for initial Safeguarding training whilst in school – detailed on induction checklist. Main contact in school who will raise any trainee concerns with university and coordinate support within school.

- **ITEPO** – Programmes the IDP with the Safeguarding Template (which confirms they have relevant safeguarding information/policies/guidance) and instructions to complete the following and upload evidence of completion: Safeguarding Training; PREVENT certificate, 5 Simple Steps. Escalates any concerns raised to Partnership Director and relevant tutors. Partnership Relations Managers support schools with any concerns.
- **Investigating Officer** – to conduct Fitness to Practice enquiries and investigations when requested to do so by the Responsible Person, in line with the Fitness to Practice procedures Partnership Director - The Programme Handbook instructs trainees to report any child protection issues or concerns whilst in school to the Partnership Director who will follow this up with the Head Teacher and/or the Local Authority Safeguarding Team as appropriate. Initiates Fitness to Practice procedure and OH referrals.
- **Personal Tutor / Subject Leader / UVT** – Responsible for checking trainees have completed safeguarding tasks as shown in the IDP. Supports trainees with any safeguarding concerns or welfare issues, signposting where needed to university support service.
- **Responsible Person** – to receive and action any Fitness to Practice concerns or complaints in line with the Fitness to Practice procedures. Refer to university Safeguarding Officers and College Pro-Vice Chancellor where appropriate.
- **School Designated Safeguarding Lead** – The Programme Handbook instructs trainees to report any child protection issues (including disclosures) whilst in school to the School Designated Safeguarding Lead (Safeguarding Officer).
- **Trainees** – responsible for raising safeguarding concerns and for ongoing disclosure
- **University support services** – to support students in line with university policy
- **University Designated Safeguarding Lead** – Safeguarding issues regarding the safety of children, young people and vulnerable adults on campus should be reported to the University Designated Safeguarding Officer according to University policy.

Confidentiality

- We recognise that in order to effectively meet a child, young person or vulnerable adult's needs, safeguard their welfare and protect them from harm we must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All trainees and staff working with children must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018^[1] is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All trainees and staff working with children must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal. Therefore, in this respect they are confidential and we will ensure that trainees and staff working with children understand their responsibility to report concerns as per the placement school policy, and that the Headteacher or DSLs (as per the placement school policy) will only disclose information about a child to other members of staff on a need-to-know basis.
- In line with legislation, any files held with respect to safeguarding will be kept confidential and stored securely.

^[1] The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

Recognising and Responding to Safeguarding Concerns

We will ensure that all staff and trainees have completed relevant training in how to recognise and responding to safeguarding concerns, including those listed below:

Child missing from education; child missing from home or care; child sexual exploitation; child criminal exploitation; bullying including cyberbullying; domestic abuse; drugs; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence/violence against women and girls; mental health difficulties; private fostering; radicalisation; sexting; teenage relationship abuse; trafficking; child on child abuse; upskirting; serious violence; sexual harassment.

For staff, this mandatory training will be updated annually. We will also ensure that placement schools enable trainees to access and understand their own institutional safeguarding policies.

We will ensure that all staff and trainees have completed relevant training with respect to the Prevent Strategy. For staff, this mandatory training is updated annually and is provided by the University of Exeter. For trainees, we will ensure that they undertake a certificated online course as well as our own taught sessions explaining the Prevent duty.

Confidentiality, Information Sharing and GDPR

The University has a number of privacy policies in place that cover data handling processes across the institution – see <https://www.exeter.ac.uk/about/oursite/privacy/> for a full list.

In addition, there are two ITE-specific privacy notices on the Partnership with Schools webpages relating to how we handle trainee and school staff data – see

<https://education.exeter.ac.uk/partnership/> (General Data Protections Regulations section).

Specifically, when confirming to schools prior to the start of a placement that a trainee has undertaken all the necessary safeguarding and vetting and barring checks, including a DBS check, no specific data is shared. Only a general statement is made, confirming that all checks have been undertaken and the specific trainee has been judged as suitable to work with children. If all checks have not been carried out by the time of the start of a placement, a Barred List Check is undertaken, and the school is informed of this and will then make their own decision about whether to allow the trainee on school premises pending the completion of the University's full checking processes.

Whistleblowing

All University staff and trainee teachers should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

The NSPCC whistleblowing helpline is available for trainee teachers, school staff, and University staff who do not feel able to raise concerns regarding child protection failures internally on placement or at University. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

University Policies for Reference

[Student Wellbeing policies](#)

[Suicide Prevention](#)

[Fitness to Practise – Admissions Stage](#)

[Fitness to Practise – Registered students](#)

[Prevent](#)

[Safer Recruitment](#)

[Exeter Speaks Out – help and advice](#)

ITE Specific Additional Policies

[ITE Admissions Policy & Procedures](#)

[Partnership with Schools QA procedures](#)

We will ensure that all student teachers:

- Undertake necessary safeguarding checks prior to a placement starting. These checks include:
 - an identity check;
 - an enhanced DBS check (including Children's Barred List check);
 - a Prohibited from Teaching List Check;
 - International checks on those who have lived outside of the UK for more than 12 months in the last 10 years
 - A self-disclosure form which asks offer holders to disclose any relevant safeguarding information such as:
 - convictions or cautions;
 - if they have ever been subject to a bar, warning or other action by the DfE or DBS in relation to working with children or vulnerable adults;
 - been subject to any disciplinary sanction by a professional or regulatory body or been subject to an employment disciplinary finding;
 - if they fall under the criteria regarding disqualification under the Childcare Act (Primary applicants only).
 - A reference that relates to their suitability to teach (from application)
- Read KCSIE Part 1 & Annex B or Annex A
- Receive information about safeguarding arrangements from their school placements and procedures (inc Code of Conduct, Safeguarding, CME and Behaviour Policy)
- Receive safeguarding information during induction
- Receive safeguarding awareness training
- Receive regular safeguarding updates including online safety
- Are aware of their role in safeguarding, early help and implementing child protection support plans
- Are aware of the key safeguarding personnel and the schools safeguarding statement and ethos.

We will ensure that all school placements:

- Provide information about safeguarding arrangements and procedures in their school (inc Code of Conduct, Safeguarding, CME and Behaviour Policy) to all trainees placed with them during induction.
- Provide information about the key safeguarding personnel and the schools safeguarding statement and ethos of their school to all trainees placed with them during induction.

We will ensure that all University ITE staff:

- Read KCSIE Part 1 & Annex B or Annex A
- Receive safeguarding awareness training
- Receive regular safeguarding updates including online safety
- If interviewing candidates for ITE, receive training on safer recruitment practices - we will ensure that our School Direct Lead Schools ensure that staff interviewing students for ITE places have completed relevant training on safer recruitment and unconscious bias via their school.

-Have undergone an Enhanced Disclosure and Barring Service check before undertaking any school visits.

Racist incidents on placement

Trainees engage with issues around racism and education through a lecture, seminar and (optional) Framework task. One activity involves trainees formulating short and long-term responses to racism. Various opportunities are presented to academic and school staff to cover the same challenges in education including on staff away days and induction training. The Race Equality Resource Officer works with academic staff and trainees when facing issues of racism on campus, in the city or on school placement.

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